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ABSTRACT

This extensive color-keyed program guide for general, exploratory, and vocational work experience education programs in California was developed by work experience coordinators, professors, state and local administrators, and various district teams to pilot test at the secondary and university levels. General, exploratory, and vocational goals are given separately, each including specific program goals and performance objectives. Terminal objectives, student performance criteria, and student record sheets provided for pre- and post-assessment purposes separately. Various work experience program forms are included. (AG)

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WORK EXPERIENCE EDUCATION RESEARCH FOR ACCOUNTABILITY

Exploratory, General, & Vocational

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WORK EXPERIENCE EDUCATION RESEARCH FOR ACCOUNTABILITY

VEA FUNDED PROJECT UNDER TITLE I PART C, SEC. 131 (b)
PUBLIC LAW 90-576

Fall, 1971

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FOREWORD

In February, 1970, as an adjunct to a new state handbook for work experience education, a special committee was selected to formulate goals and objectives for the three types of work experience education programs in California. The committee members, highly competent in the field of work experience education and in the development of performance objectives prepared a preliminary document which was to be field tested prior to publication.

During July, 1970, a one-week workshop was held to give a selected group of practitioners an opportunity to react to the feasibility and validity of the goals and objectives. The enthusiasm with which the project was greeted at that time was evidenced by the fact that several participants asked if they could field test several performance objectives.

The group met again in December, 1970. Many changes were suggested, but the entire project met with enthusiastic response and approval. In early 1971, a team was commissioned to develop sample "Terminal Objectives" which would measure student's terminal behavior and progress toward the major goals of work experience education. In June, 1971, the group of practitioners again convened to consider the feasibility of the terminal objectives and the evaluative criteria and instruments which accompanied them. Again modifications were made and it was suggested that the entire project be expanded to include the following:

a. An increase in the number and type of performance objectives
b. Completion of terminal objectives for each program
c. The development of Learning Activity Packages designed for individualized instruction to aid students in achieving the performance objectives
d. Field testing of the above in selected pilot schools in California

This document, then, is the result of efforts to provide for this expansion. It is a product of a research grant funded under VEA Title I,

Part C, Sec. 131 (b), Public Law 90-576.

The following districts were selected to pilot all materials for the project during the 1971 - 1972 school year:

Covina Valley Unified School District
Modesto City Schools
San Diego City Schools
Salinas Union High School District
Tamalpais Union High School District
Whittier Union High School District

It is intended that other districts will field test these materials so that the project staff may benefit from the experiences and suggestions of a wide variety of schools. Should inquiries arise, please contact Mr. Allan Holmes, Director of Research, Work Experience Education, California State Polytechnic College, San Luis Obispo, California, 93401.

PREFACE

Those of us who are enthusiastic proponents of work experience education have been pressed to describe or define in lucid fashion just what kind and degree of positive change occurred in students as a result of their participation in a program of work experience education. We assumed some very good things happened to students through our programs, but because we failed to specify the anticipated outcomes, we really had no valid way to evaluate our results. As in so many other educational endeavors, we have concentrated on the activities of the teacher, the counselor, and the coordinator; on necessary books, materials, and equipment, and on required facilities or career stations. Our concern has been with means rather than with ends--with content rather than with desirable changes which will occur in students as a result of the program of instruction.

The student is the focal point of this work experience education program--what we expect him to achieve as a result of participation in the program, ways to evaluate his progress toward the major goals of the program, and standards of attainment for both individuals and programs as a whole. Its content and the rationale underlying its development are consistent with the structure of the Planning, Programming, Budgeting System to be implemented in the state beginning with the 1973 - 1974 school year. As a result, this document should prove of invaluable assistance to school personnel in planning and implementing programs of work experience education, in allocating resources to them, and in evaluating the effectiveness of dollar expenditures in terms of student performance.

The program is structured in a hierarchy of goals and objectives which become increasingly specific and measurable. The first level consists of five major goals for students which are common to all three types of work experience education; namely, exploratory, general, and vocational. These five major goals are as follows:

MAJOR GOAL 1.0	RECOGNIZE THAT THE PROCESS AND CONTENT OF THE SCHOOL'S CURRICULUM ARE RELEVANT TO CAREER REQUIREMENTS AND RESPONSIBILITIES (RELEVANCY)
MAJOR GOAL 2.0	APPRECIATE THE IMPORTANCE OF WORK TO PERSONAL FULFILLMENT AND TO GROWING INDEPENDENCE AND MATURITY (SELF-ACTUALIZATION)
MAJOR GOAL 3.0	ANALYZE CAREER OPPORTUNITIES AND THEIR REQUIREMENTS AND COMPARE THESE TO PERSONAL POTENTIAL AND EXPECTATIONS (SELF-EVALUATION)
MAJOR GOAL 4.0	RELATE IN A POSITIVE MANNER TO WORK EXPERIENCE EDUCATION SPONSORS, TO EMPLOYERS AND THEIR EMPLOYEES, AND TO THE PUBLIC SERVED (INTER-PERSONAL RELATIONS)
MAJOR GOAL 5.0	IDENTIFY WITH, AND PARTICIPATE IN, ADULT ROLES AND RESPONSIBILITIES IN THE WORLD OF WORK (APPLICATION)

The second level of the hierarchy reduces each major goal into more definitive statements in from three to five program goals for each of the three types of work experience education. Although in some instances the program goals are identical for exploratory, general, and vocational programs, usually a more demanding and sophisticated product is expected of those students who are in actual employment.

Each program goal is further refined through a sequential series of measurable performance objectives whose attainment will move the student toward achievement of the related program goal and overarching major goal. Recognition of the wide range of ability and achievement demonstrated by the thousands of students enrolled in the state's program of work experience education, precluded the establishment of minimum performance criteria for many of the objectives. Coordinators will have to set such standards in terms of the capabilities of their respective enrollees. Since the student is expected to demonstrate

the behavior described in all of the performance objectives, it appeared unnecessary to identify him as the referent in each instance.

To facilitate attainment of the performance objectives, a Learning Activity Package, LAP, has been developed for each objective. It includes a series of activities, resources, and usually a pre-test and post test to measure student performance before and after the learning experiences provided. In some cases, In-Depth Educational Activities, I-DEAS, conclude the LAP for those students who would like to pursue the objective in greater detail. Insofar as possible, the LAPS have been written to assist the student to proceed independently and with minimal assistance from program personnel. It is hoped that the LAPS will not only provide needed individualization of instruction, but that they will also extend the effectiveness of the coordinators, counselors, and teachers involved in work experience education programs.

Finally, the performance of students, both as individuals and within groups, may be assessed through the administration of terminal objectives. These consist of a series of comprehensive tasks which measure progress toward the attainment of each program goal as well as the five major goals. They are, in a sense, a final examination to be taken near the end of the school year. The terminal objectives for MAJOR GOAL 2.0, SELF-ACTUALIZATION, and MAJOR GOAL 3.0, SELF-EVALUATION, have been written as pre-assessments as well as post-assessments. Since both of these major goals are primarily concerned with behavioral changes in the affective domain, measurement toward the goals requires comparisons between the student's attitudes, values, and knowledge of self prior to instruction and at the end of the school year.

Each of the five terminal objectives for the three programs of work experience education is preceded by a statement indicating the minimum level of acceptable performance for the individual student. The coordinator's copy of each terminal objective also includes: (1) a suggested minimum level of acceptable performance for all of the

students who complete a given program of exploratory, general, or vocational work experience education; and (2) directions for scoring and interpreting the assessment instruments.

It is suggested that you begin your acquaintance with this document by familiarizing yourself with its format. All introductory pages are duplicated on white paper. They are followed by separate sections for each of the three types of work experience education. Each such section has the following components: (1) several pages of information on the terminal objectives color coded in white; (2) the terminal objectives, which constitute the pre-assessment for major goals 2.0 and 3.0, color coded in pink, and the post-assessment for all five major goals, color coded in green, in numerical order; and (3) each major goal followed by the related program goals and performance objectives. These pages are color coded in buff for exploratory work experience education, in canary for general work experience education, and in goldenrod for vocational work experience education. The final pages, color coded in blue, are devoted to a record-keeping system to enable students and their coordinators to record the date of successful completion of each performance objective, program goal, and terminal objective.

Since some terminology has differing meanings, the following definitions are provided for your information as they are used throughout this publication:

1. Work experience education sponsor - The person who is directly responsible for the student's learning activities at a career station.
2. Career station - The business establishment where students acquire paid or non-paid employment experiences.
3. Career - An occupation, vocation, or profession that is tentatively chosen by the student.

It is unlikely that a student will complete all of the performance objectives in a single school year. Some he may have already attained

as indicated on his pre-test score on a particular LAP. It is your responsibility, therefore, to select those objectives which will be most meaningful and profitable for individuals. For those students who enroll in two or even three types of programs during their high school careers, one cannot assume that completion of the objectives under any or all of the five major goals for exploratory work experience education, contraindicates study of the objectives prepared for general and vocational work experience education. The expectancies are, in most instances, quite different. In addition, with growing maturity and self-confidence in the work environment, the student will probably find considerable change in his attitudes and values, and perhaps, in his assessment of himself as a person and as a productive worker.

You will find it profitable to:

1. Review the goals and objectives with each student at the beginning of the training period. This will provide him with a sense of direction and accomplishment and enhance motivation; it will assist you to provide for individual needs and differences.
2. Assess progress toward the objectives at regular and frequent intervals through individual conferences.
3. Analyze the failure of students to achieve at a satisfactory level and make necessary modifications in the program.
4. Provide readers or aides for students who cannot use the LAPS because of reading deficiencies; or, transfer instructions and activities contained in the LAPS to tape.

Nothing in this document is intended to be rigidly prescriptive. It affords you the opportunity to individualize your program of work experience education, to evaluate the effectiveness of the program, and to compare the results obtained in student performance with dollar expenditures. For students, it offers opportunities to increase their self-understanding and independence and provides them with a

clear sense of direction and the means of assessing their performance on a relevant, dynamic series of learning experiences.

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EXPLORATORY WORK EXPERIENCE EDUCATION

MAJOR GOAL 1.0 RECOGNIZE THAT THE PROCESS AND CONTENT OF THE SCHOOL'S CURRICULUM ARE RELEVANT TO CAREER REQUIREMENTS AND RESPONSIBILITIES (RELEVANCY)

PROGRAM GOAL 1.1 Identify the educational goals (purposes) of the courses in which you are currently enrolled.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

1.1.1 List the titles of courses in which you are currently enrolled and give at least one reason explaining why you enrolled in each course.

1.1.2 Ask each of your teachers to tell you what the goals (major purposes) for students of the course are. Write out the goals for each course given to you by the teacher; then in your own words, describe what you think the goals of each course should be for you. Compare the two sets of goals for each course and describe how they are alike and how they are different.

1.1.3 Based upon your findings under Performance Objective 1.1.2, analyze the two sets of goals for at least one course and combine (synthesize) them into one set of goals that would make the course more relevant to you. Justify your conclusions.

PROGRAM GOAL 1.2 Observe the activities of persons in a variety of careers and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

1.2.1 After observing a minimum of two (2) careers, list at

least three (3) employment skills required for each career. Identify courses which you have already taken, are now taking, or might take in the future, whose educational goals would assist you to acquire the skills required for each of the careers listed.

1.2.2 Given a list of responsibilities related to a variety of careers, identify those which are important to successful performance for at least two (2) careers you have observed. Explain why each career requires the responsibilities you have identified. Then list the courses which you have taken, are now taking, or might take in the future whose educational goals (purposes) would assist you to assume these career responsibilities.

PROGRAM GOAL 1.3 Identify required and elective courses in the school's curriculum which are relevant to career requirements and responsibilities of careers which are of interest to you.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

1.3.1 Based upon what you have learned about the duties and responsibilities of various careers, list at least three (3) careers in order according to your degree of interest in them.

1.3.2 List the titles of elective and required courses offered by your school that you have taken, are now taking, or might take in the future which would help you to assume the duties and responsibilities of the career of greatest interest to you.

1.3.3 List two (2) or more duties and two (2) or more responsibilities of the career of greatest interest to you which are not covered in courses you are currently taking. Suggest changes which would improve each course and make it more relevant to you.

MAJOR GOAL 2.0 APPRECIATE THE IMPORTANCE OF WORK TO PERSONAL FULFILLMENT AND TO GROWING INDEPENDENCE AND MATURITY (SELF-ACTUALIZATION)

PROGRAM GOAL 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

2.1.1 List in order of importance to man's personal fulfillment ten (10) of his basic needs. Prepare arguments in defense of the absence or presence of productive work on that list. Defend the rank of productive work on your list.

2.1.2 Prepare a list of your personal needs for self-fulfillment in order of importance to you at the present time. Project your basic needs five years from now. Explain any differences in the lists. If there are no differences, give reasons why there are none.

2.1.3 Given a questionnaire which can be used to determine how a person feels about personal fulfillment, interview at least five (5) people. From this information, list at least five (5) basic needs those interviewed have in common.

2.1.4 Explain why you think productive work has such great importance to man's basic need for personal fulfillment.

PROGRAM GOAL 2.2 Identify several careers which could provide you with personal fulfillment.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

2.2.1 Observe or identify at least five (5) careers which you think could provide you with personal fulfillment and

list them in order of importance. Explain why you selected these five careers and ranked them as you did.

2.2.2 Identify at least three (3) careers which would not provide you with career personal fulfillment, and give reasons why they would not.

PROGRAM GOAL 2.3 Understand the relationship between work and growing independence and maturity.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

2.3.1 Outline a schedule that shows how you spend your time in activities in the home, in the community, and at school. Rank the activities according to the amount of time spent in each. Also rank these activities according to their importance to your growing independence and maturity. After comparing these rankings, draw some conclusions related to your findings and present them to your work experience education coordinator.

2.3.2 Based on your findings and conclusions for Performance Objective 2.3.1, project this rank order of your activities to some time in the future that is significant to you. Explain any differences you see between this list and the list you developed for Performance Objective 2.3.1.

2.3.3 Analyze your present career station, your career plans, and your school program. Indicate any changes you would like to make in any or all of them. Prepare a justification for these changes and discuss it with your counselor.

2.3.4 Given information about career stations, select at least seven (7) career stations which you perceive as challenging to your abilities and potential as an adult worker. Compare your present level of independence and maturity to that required for successful performance in the first three (3) careers you selected.

MAJOR GOAL 3.0 ANALYZE CAREER OPPORTUNITIES AND THEIR REQUIREMENTS AND COMPARE THESE TO PERSONAL POTENTIAL AND EXPECTATIONS (SELF-EVALUATION)

PROGRAM GOAL 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.1.1 Complete the aptitude test available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your strongest aptitudes.

3.1.2 Complete the interest inventory available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your main interests according to the inventory.

3.1.3 Compare your aptitudes and interests with your performance in the classes you are now taking.

3.1.4 From a list of hobbies and leisure-time activities, select at least six (6) and rank them according to your greatest interest.

3.1.5 From a list of twenty values, rank them according to their importance to you. Identify one or more persons that you know who share your top six values.

3.1.6 On the basis of the test provided by your counselor or your work experience education coordinator, determine whether you prefer to work with people, ideas, things, or combinations of these.

3.1.7 Considering your school achievement and attendance,

decide how much education beyond high school you would like to complete. Give at least three (3) reasons for your answer.

PROGRAM GOAL 3.2 Identify a variety of possible career choices for you and group them into occupational clusters.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.2.1 Given a list of careers, group them into occupational clusters.

3.2.2 Based upon what you have learned about yourself and a variety of careers (through materials made available to you), identify three (3) clusters of occupations with at least four (4) specific careers within each cluster, all of which seem interesting to you and in which you think you could be successful.

PROGRAM GOAL 3.3 Explore the current and emerging opportunities for employment in selected careers.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.3.1 Select two unrelated careers which interest you and identify opportunities for employment in them from: (1) current needs in your community, California, and the nation, and (2) anticipated needs for the next five years for your community, California, and the nation. Document your findings by using the Occupational Outlook Handbook, bulletins of the U.S. Department of Labor, HRD bulletins, and other library sources. Decide on one of the two careers and justify your choice.

PROGRAM GOAL 3.4 Identify the educational and training requirements of selected careers.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.4.1 Select two unrelated careers of interest to you and prepare a brief description of the typical duties and responsibilities, working conditions, and salary ranges of each career. Document your findings from such sources as the Occupational Outlook Handbook and the Dictionary of Occupational Titles. On the basis of this research, select the career which seems suitable for you and explain the reasons for your choice.

3.4.2 List the educational and training requirements of at least two unrelated careers of interest to you. Document your findings from such sources as the Occupational Outlook Handbook, college catalogs, and bulletins of the U. S. Department of Labor. On the basis of this research, select the career which seems suitable for you and explain the reasons for your choice.

3.4.3 Based upon at least two (2) interviews with persons employed in the career you selected under Performance Objective 3.4.2, identify several levels of advancement related to that career. Outline the steps you must take and estimate the time required for you to attain the career level you desire.

PROGRAM GOAL 3.5 Compare the educational and training requirements of a variety of careers to your potential for success in those careers.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.5.1 Based upon what you have learned about yourself and a variety of careers, describe your own career expectations. Compare these with: (1) your school achievement, (2) educational and training requirements of the careers considered, (3) your self-assessment, and (4) your

capacity to delay reaching career expectations because of necessary education and training.

3.5.2 After interviewing at least two persons who work in unrelated careers, and considering all you have learned about yourself and these careers through your prior research, provide reasons why you think each career is either realistic or unrealistic for you.

3.5.3 Assuming that your career goal is a long-range one and that achieving it requires completion of a series of short-range goals, indicate what short-range goals you have already reached. Prepare a road map which identifies your destination (long-range career goal) and all of the in-between points (short-range goals). Explain how you can compensate (detour) for failure to reach some in-between points (short-range goals).

MAJOR GOAL 4.0 RELATE IN A POSITIVE MANNER TO WORK EXPERIENCE EDUCATION SPONSORS, TO EMPLOYERS AND THEIR EMPLOYEES, AND TO THE PUBLIC SERVED (INTER-PERSONAL RELATIONS)

PROGRAM GOAL 4.1 Demonstrate understanding of the requirements for personal grooming and dress in a variety of work environments.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.1.1 Based upon your knowledge of requirements for personal grooming and dress in at least ten specific occupations, match a job title to a picture of an individual who is appropriately dressed for a specific occupation. Identify at least two (2) characteristics of dress or personal grooming portrayed in each picture which are essential for employment in the occupation.

4.1.2 Report to your career station appropriately groomed and dressed. Verification of the attainment of this objective will be made on a rating form by your work experience education sponsor.

PROGRAM GOAL 4.2 Demonstrate understanding of the behaviors and attitudes appropriate to a variety of work environments.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.2.1 In a role-playing situation, act out examples of behaviors and attitudes which are appropriate to, or inappropriate to, at least three (3) work environments you have observed. Use written or oral descriptions, pictures, cartoons, or other representations of appropriate and inappropriate examples of behaviors and attitudes as an alternative or additional way of meeting the objective.

4.2.2 Following your introduction to a new exploratory career station, identify examples of behaviors and attitudes which are essential to successful performance on one or more jobs. Compare these with your own behavior at school and attitudes toward school. Describe one or more changes necessary in your own behavior and attitudes before you could expect to be successful in each exploratory career station.

4.2.3 Given an assignment card, report to your career station punctually. Follow the procedures provided by your work experience education coordinator and sponsor whenever you must be late or absent. Verification of the successful attainment of this objective will be made by your sponsor on a rating form.

PROGRAM GOAL 4.3 Differentiate between various consumer publics and the kinds of services they require.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.3.1 Based upon your observations and other sources of information, describe the characteristics of the consumer public of at least three (3) career stations. Analyze the similarities and differences of the three groups and decide which of the three you would prefer to serve. Relate your choice to what you have learned about your own behavior and attitudes.

4.3.2 As a result of dealing with different consumer publics during the period of assignment, a satisfactory rating will be given to you by your work experience education sponsor in one or more written progress reports.

PROGRAM GOAL 4.4 Meet the needs of the publics served as you are given opportunities to assume adult roles and responsibilities in a variety of work environments.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.4.1 Indicate which expectations of the publics served in a variety of work environments are easy to meet and which expectations you find most difficult to meet. Relate both the easy and difficult expectations to your own requirements as a member of the consumer public.

4.4.2 Given examples of behavior or attitudes which are inappropriate to several different work environments, explain or describe how these behaviors or attitudes might affect the employee, his fellow employees, the public served, and the employer.

4.4.3 Given opportunities to assume adult roles and responsibilities in one or more work environments, provide satisfactory service to the consumer. Verification of attainment of this objective will be made by your work experience education sponsor on a rating form.

MAJOR GOAL 5.0 IDENTIFY WITH, AND PARTICIPATE IN, ADULT ROLES AND RESPONSIBILITIES IN THE WORLD OF WORK (APPLICATION)

PROGRAM GOAL 5.1 Demonstrate knowledge of employment procedures and practices required for job placement.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.1.1 List activities and sources that may be utilized to seek out technical and supportive information needed prior to employment. As a part of each activity, outline steps that would be carried out to insure complete awareness of practical activities required for job placement.

PROGRAM GOAL 5.2 Understand the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.2.1 Give evidence of knowledge and understanding of the rules, regulations, procedures, and practices that are important to employees.

5.2.2 Apply what you have learned under Performance Objective 5.2.1 to a variety of work environments and your future career plans.

PROGRAM GOAL 5.3 Compare adult responsibilities in a variety of work environments with present personal responsibilities.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.3.1 Based upon your observations of a variety of work environments, list five (5) responsibilities for each of three (3) selected careers. Next, list five (5) personal

obligations you have assumed at home, at school, or in an activity. Compare the two (2) lists and indicate how you can apply personal obligations to help meet the responsibilities listed for the three (3) selected careers.

5.3.2 Compare your present obligations to those assumed by an employed adult. List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of work environments and other adult responsibilities.

PROGRAM GOAL 5.4 Describe the types of adult responsibilities you have observed in a variety of work environments with which you can identify.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.4.1 List the three (3) adult responsibilities that were most appealing to you at the work environments you have observed and the three (3) that were least appealing to you. Relate how these observations will assist you to select a suitable career.

5.4.2 Identify three (3) responsibilities of your work experience education sponsor that you feel you would like to assume. Describe the relationship between your past experiences and your interest and ability to carry out these adult responsibilities.

PROGRAM GOAL 5.5 Assume adult roles and responsibilities during the exploratory period whenever possible.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.5.1 Assume your work experience education sponsor's role and responsibilities when requested to do so and give evidence that you have done so in a manner satisfactory to him.

GENERAL WORK EXPERIENCE EDUCATION

MAJOR GOAL 1.0 RECOGNIZE THAT THE PROCESS AND CONTENT OF THE SCHOOL'S CURRICULUM ARE RELEVANT TO CAREER REQUIREMENTS AND RESPONSIBILITIES (RELEVANCY)

PROGRAM GOAL 1.1 Identify the educational goals (purposes) of the courses in which you are currently enrolled.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

1.1.1 List the titles of courses in which you are currently enrolled and give at least one reason explaining why you enrolled in each course.

1.1.2 Ask each of your teachers to tell you what the goals (major purposes) for students of the course are. Write out the goals for each course given to you by the teacher; then in your own words, describe what you think the goals of each course should be for you. Compare the two sets of goals for each course and describe how they are alike and how they are different.

1.1.3 Based upon your findings under Performance Objective 1.1.2, analyze the two sets of goals for at least one course and combine (synthesize) them into one set of goals that would make the course more relevant to you. Justify your conclusions.

PROGRAM GOAL 1.2 Assume assigned duties and responsibilities and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

1.2.1 On the basis of the duties and responsibilities you

have accepted on the job, list at least five (5) of your job duties and three (3) of your job responsibilities. Compare the educational goals (purposes) of a minimum of three (3) courses you are now taking to your job duties and responsibilities.

1.2.2 On the basis of the duties and responsibilities you have accepted on the job, suggest how courses you have taken or are now taking could be changed to provide better preparation for the job you now have. For each suggestion, explain how the changes would improve each course.

PROGRAM GOAL 1.3 Analyze and compare duties and responsibilities which are important to various careers and to required and elective courses in the school's curriculum which are of interest to you.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

1.3.1 Given description of duties and descriptions of responsibilities which differ in importance for a wide variety of careers, identify and list those duties and responsibilities which are required for successful performance in your present assignment. Then select and list those duties and responsibilities which are of greatest interest to you. Compare the two lists of duties and responsibilities and decide which of the two is of greater interest to you. Justify your conclusions in some type of presentation.

1.3.2 List the titles of elective and required courses offered by your school that you have taken, are now taking, or might take in the future which would help you to assume the preferred set of duties and responsibilities identified under Performance Objective 1.3.1. Prepare a program of studies for the rest of your high school enrollment which will help you to acquire these duties

and responsibilities. Indicate what post-high school training, education, or experience will be required to achieve your career objective. Discuss this proposed program with your counselor.

MAJOR GOAL 2.0 APPRECIATE THE IMPORTANCE OF WORK TO PERSONAL FULFILLMENT AND TO GROWING INDEPENDENCE AND MATURITY (SELF-ACTUALIZATION)

PROGRAM GOAL 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

2.1.1 List in order of importance to man's personal fulfillment ten (10) of his basic needs. Prepare arguments in defense of the absence or presence of productive work on that list. Defend the rank of productive work on your list.

2.1.2 Prepare a list of your personal needs for self-fulfillment in order of importance to you at the present time. Project your basic needs five years from now. Explain any differences in the lists. If there are no differences, give reasons why there are none.

2.1.3 Given a questionnaire which can be used to determine how a person feels about personal fulfillment, interview at least five (5) people. From this information, list at least five (5) basic needs those interviewed have in common.

2.1.4 Explain why you think productive work has such great importance to man's basic need for personal fulfillment.

PROGRAM GOAL 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

2.2.1 From your work experience education sponsor, obtain a list of the characteristics of those employees he considers satisfactory and productive workers. Analyze these expectations in terms of your own personal fulfillment on the job.

2.2.2 Identify at least three (3) careers which would not provide you with career personal fulfillment and give reasons why they would not.

2.2.3 Using the Job Satisfaction Report, make a weekly report to your work experience education coordinator.

2.2.4 Using your weekly Job Satisfaction Reports, appraise your job performance at regular intervals in terms of growth in personal fulfillment.

2.2.5 Toward the end of the school year, obtain an evaluation from your work experience education sponsor. Analyze the growth in your performance. Explain whether there has been comparable growth in your feelings of personal fulfillment.

PROGRAM GOAL 2.3 Demonstrate growth in independence and maturity.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

2.3.1 Maintain a journal with daily entries in which you describe your activities at your career station. After five weeks at the career station, re-examine your journal and list those skills which you have acquired during this time. Identify those skills which are most difficult, those which are easy, those which are most enjoyable, and those which are least enjoyable. Summarize how you plan to improve those skills which are most difficult to acquire. Develop a plan to increase your tolerance for working with those tasks that are least enjoyable.

2.3.2 Using the journal you developed for Performance

Objective 2.3.1, list and describe the duties and responsibilities which are required in your career station assignment. List two (2) or more which you find least difficult to fulfill and two (2) or more you find most difficult to fulfill.

2.3.3 Based on your findings for Performance Objective 2.3.1 and 2.3.2, determine the relationship between the tasks you enjoyed most and the difficulty you encountered in performing these; and the tasks you enjoyed least and the difficulty you encountered in performing those tasks. Indicate your plans for using your knowledge of these relationships to develop a mature view of productive work.

MAJOR GOAL 3.0 ANALYZE CAREER OPPORTUNITIES AND THEIR REQUIREMENTS AND COMPARE THESE TO PERSONAL POTENTIAL AND EXPECTATIONS (SELF-EVALUATION)

PROGRAM GOAL 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.1.1 Complete the aptitude test available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your strongest aptitudes.

3.1.2 Complete the interest inventory available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your main interests according to the inventory.

3.1.3 Compare your aptitudes and interests with your performance in the classes you are now taking.

3.1.4 From a list of hobbies and leisure-time activities, select at least six (6) and rank them according to your greatest interest.

3.1.5 From a list of twenty values, rank them according to their importance to you. Identify one or more persons that you know who share your top six values.

3.1.6 On the basis of the test provided by your counselor or your work experience education coordinator, determine whether you prefer to work with people, ideas, things, or combinations of these.

3.1.7 Considering your school achievement and attendance, decide how much education beyond high school you would

like to complete. Give at least three (3) reasons for your answer.

PROGRAM GOAL 3.2 Identify a variety of possible career choices for you and group them into occupational clusters.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.2.1 Given a list of careers, group them into occupational clusters.

3.2.2 Based upon what you have learned about yourself and a variety of careers (through materials made available to you), identify three (3) clusters of occupations with at least four (4) specific careers within each cluster, all of which seem interesting to you and in which you think you could be successful.

PROGRAM GOAL 3.3 Explore the current and emerging opportunities for employment in the cluster of occupations related to your present employment.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.3.1 Select two careers within the cluster of occuations related to your present job and identify opportunities for employment in them from: (1) current needs in your community, California, and the nation, and (2) anticipated needs for the next five years for your community, California, and the nation. Document your findings by using the Occupational Outlook Handbook, bulletins of the U.S. Department of Labor, HRD bulletins, and other library sources. Decide on one of the two careers and justify your choice.

PROGRAM GOAL 3.4 Identify the educational and training requirements

of your present employment and compare these to the educational and training requirements of other careers.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.4.1 Based upon the education and training required to enter the career which you think holds the greatest promise for you as a full-time employee, describe: (1) the requirements you have successfully completed, and (2) the requirements you must complete to be eligible for full-time employment. Describe your plans for completing these requirements and the time estimated to complete them.

3.4.2 In a group discussion, compare the educational and training requirements of the career you selected under Performance Objective 3.4.1, with the requirements for careers selected by other students. Of the careers discussed, select the one which is most appealing to you. Give as many reasons as you can for your choice.

3.4.3 Based upon at least two (2) interviews with persons employed in the career you selected under Performance Objective 3.4.2, identify several levels of advancement related to that career. Outline the steps you must take and estimate the time required for you to attain the career level you desire.

PROGRAM GOAL 3.5 Compare the educational and training requirements of a variety of careers to your potential for success in those careers.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.5.1 Based upon what you have learned about yourself and

selected careers, describe your own careers expectations. Compare these with: (1) your school achievement, (2) educational and training requirements of the careers considered, (3) your self-assessment, and (4) your capacity to delay reaching career expectations because of necessary education and training.

3.5.2 After interviewing at least two persons who work in unrelated careers, and considering all you have learned about yourself and these careers through your prior research, provide reasons why you think each career is either realistic or unrealistic for you.

3.5.3 Assuming that your career goal is a long-range one and that achieving it requires completion of a series of short-range goals, indicate what short-range goals you have already reached. Prepare a road map which identifies your destination (long-range career goal) and all of the in-between points (short-range goals). Explain how you can compensate (detour) for failure to reach some in-between points (short-range goals).

MAJOR GOAL 4.0 RELATE IN A POSITIVE MANNER TO WORK EXPERIENCE EDUCATION SPONSORS, TO EMPLOYERS AND THEIR EMPLOYEES, AND TO THE PUBLIC SERVED (INTER-PERSONAL RELATIONS)

PROGRAM GOAL 4.1 Maintain the personal grooming and dress required in your present work environment.

Performance Objective: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.1.1 Given descriptions of personal grooming and dress which are required in a variety of work environments, select those which are important to your present job. Describe why they are important in any way acceptable to your work experience education coordinator.

4.1.2 Report to your career station appropriately groomed and dressed. Verification of the attainment of this objective will be made on a rating form by your work experience education sponsor.

PROGRAM GOAL 4.2 Demonstrate the behaviors and attitudes required in your present work environment.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.2.1 Discuss with your related class or your work experience education coordinator, the behaviors and attitudes necessary for success in your present work environment. Use the rating scale provided to indicate those requirements which you find acceptable and those you find unacceptable or you consider unnecessary.

4.2.2 Given an evaluative report by your work experience education coordinator or sponsor that identifies need for improvement in behaviors and attitudes required on the job, accept such criticism in a positive manner. Demonstrate this through improvement on the job in the

areas of deficiency. Evidence of the ability to profit from productive criticism will be indicated on a rating form completed by your work experience education sponsor.

4.2.3 Given an assignment card, report to your career station punctually. Follow the procedures provided by your work experience education coordinator and sponsor whenever you must be late or absent. Verification of the successful attainment of this objective will be made by your sponsor on a rating form.

PROGRAM GOAL 4.3 Identify the needs of the publics served in your present assignment.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.3.1 Identify the expectations of the publics served in your present work assignment. For each expectation or need you have described, give at least one appropriate way you have learned to meet the public's need. Identify those responses which you learned in your present assignment.

4.3.2 As a result of dealing with the publics served in your present assignment, a satisfactory rating will be given to you by your work experience education sponsor in one or more written progress reports.

PROGRAM GOAL 4.4 Meet the needs of the publics served in your present work assignment.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.4.1 Indicate which expectations of the publics served in your present work assignment are easy to meet and which expectations you find most difficult to meet. Relate both the easy and difficult expectations to your own

requirements as a member of the consumer public.

4.4.2 Given examples of behavior or attitudes which are inappropriate to your present work assignment, explain or describe how these behaviors or attitudes might affect the employee, his fellow employees, the public served, and the employer.

4.4.3 Meet the needs of the publics served in your present work assignment. Verification of the attainment of this objective will be made by your work experience education sponsor on a rating form.

MAJOR GOAL 5.0 IDENTIFY WITH, AND PARTICIPATE IN, ADULT ROLES AND RESPONSIBILITIES IN THE WORLD OF WORK (APPLICATION)

PROGRAM GOAL 5.1 Apply knowledge of employment procedures and practices required for job placement.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.1.1 List activities and sources that may be utilized to seek out technical and supportive information needed prior to employment. As a part of each activity, outline steps that would be carried out to insure complete awareness of practical activities required for job placement.

PROGRAM GOAL 5.2 Understand the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.2.1 Give evidence of knowledge and understanding of the rules, regulations, procedures, and practices that are important to employees.

5.2.2 Apply what you have learned under Performance Objective 5.2.1 to your present work assignment and your future career plans.

PROGRAM GOAL 5.3 Assume adult roles and responsibilities in the present work environment.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.3.1 In order to assume an adult role at your present job, you must meet certain responsibilities. List those adult responsibilities which are required for successful

performance in your career station. Identify those responsibilities that also apply to your home and school activities. Relate how work and personal responsibilities combine to assist in your preparation for the selection of a career and satisfying life style.

5.3.2 Compare your present obligations to those assumed by an employed adult. List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of your present work environment and other adult responsibilities.

PROGRAM GOAL 5.4 Demonstrate an acceptable level of proficiency in your present job assignment.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.4.1 List five (5) or more job skills you are applying at your career station. Identify additional skills necessary to enable you to advance at this station.

5.4.2 Explain in detail to your related class or to your work experience education coordinator the career station responsibilities that you have carried out successfully enough to meet your employer's standards.

5.4.3 Using the employee self-rating scale provided, compare yourself to full-time employees at your career station. Based upon the results of the scale you have completed, list five (5) areas in which you feel you need improvement and develop a plan for implementation of these needs.

VOCATIONAL WORK EXPERIENCE EDUCATION

MAJOR GOAL 1.0 RECOGNIZE THAT THE PROCESS AND CONTENT OF THE SCHOOL's CURRICULUM ARE RELEVANT TO CAREER REQUIREMENTS AND RESPONSIBILITIES (RELEVANCY)

PROGRAM GOAL 1.1 Identify the educational goals (purposes) of the courses in which you are currently enrolled.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

1.1.1 List the titles of courses in which you are currently enrolled and give at least one reason explaining why you enrolled in each course.

1.1.2 Ask each of your teachers to tell you what the goals (major purposes) for students of the course are. Write out the goals for each course given to you by the teacher; then in your own words, describe what you think the goals of each course should be for you. Compare the two sets of goals for each course and describe how they are alike and how they are different.

1.1.3 Based upon your findings under Performance Objective 1.1.2, analyze the two sets of goals for at least one course and combine (synthesize) them into one set of goals that would make the course more relevant to you. Justify your conclusions.

PROGRAM GOAL 1.2 Assume assigned duties and responsibilities and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

1.2.1 On the basis of the duties and responsibilities you

have accepted on the job, list at least five (5) of your job duties and three (3) of your job responsibilities. Compare the educational goals (purposes) of a minimum of three (3) courses you are now taking which are most relevant to your job duties and responsibilities.

1.2.2 On the basis of the duties and responsibilities you have accepted on the job, suggest how courses you have taken or are now taking could be changed to provide better preparation for the job you now have. For each suggestion, explain how the changes would improve each course.

PROGRAM GOAL 1.3 Assume assigned duties and responsibilities and improve on-the-job performance through related in-school instruction.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

1.3.1 On the basis of your related in-school instruction, list a minimum of five (5) skills and three (3) responsibilities which have contributed to improvement in your on-the-job performance.

1.3.2 In a group role-playing situation in your related in-school instruction, portray two (2) or more instructional approaches used by either another teacher or your work experience education sponsor that you feel have been helpful to you in improving your on-the-job performance.

MAJOR GOAL 2.0 APPRECIATE THE IMPORTANCE OF WORK TO PERSONAL FULFILLMENT AND TO GROWING INDEPENDENCE AND MATURITY (SELF-ACTUALIZATION)

PROGRAM GOAL 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

2.1.1 List in order of importance to man's personal fulfillment ten (10) of his basic needs. Prepare arguments in defense of the absence or presence of productive work on that list. Defend the rank of productive work on your list.

2.1.2 Prepare a list of your personal needs for self-fulfillment in order of importance to you at the present time. Project your basic needs five years from now. Explain any differences in the lists. If there are no differences, give reasons why there are none.

2.1.3 Given a questionnaire which can be used to determine how a person feels about personal fulfillment, interview at least five (5) people. From this information, list at least five (5) basic needs those interviewed have in common.

2.1.4 Explain why you think productive work has such great importance to man's basic need for personal fulfillment.

PROGRAM GOAL 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

2.2.1 From your work experience education sponsor, obtain a list of the characteristics of those employees he

considers satisfactory and productive workers. Analyze these expectations in terms of your own personal fulfillment on the job.

2.2.2 Identify at least three (3) careers which would not provide you with career personal fulfillment, and give reasons why they would not.

2.2.3 Using the Job Satisfaction Report, make a weekly report to your work experience education coordinator.

2.2.4 Using your weekly Job Satisfaction Reports, appraise your job performance at regular intervals in terms of growth in personal fulfillment.

2.2.5 Toward the end of the school year, obtain an evaluation from your work experience education sponsor. Analyze the growth in your performance. Explain whether there has been comparable growth in your feelings of personal fulfillment.

PROGRAM GOAL 2.3 Demonstrate growth in independence and maturity.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

2.3.1 Maintain a journal with daily entries in which you describe your activities at your career station. After five weeks at the career station, re-examine your journal and list those skills which you have acquired during this time. Identify those skills which are most difficult, those which are easy, those which are most enjoyable, and those which are least enjoyable. Summarize how you plan to improve those skills most difficult to acquire. Develop a plan to increase your tolerance for working with those tasks that are least enjoyable.

2.3.2 Using the journal you developed for Performance Objective 2.3.1, list and describe the duties and respon-

sibilities which are required in your career station assignment. List two (2) or more which you find least difficult to fulfill and two (2) or more you find most difficult to fulfill.

2.3.3 Based on your findings for Performance Objective 2.3.1 and 2.3.2, determine the relationship between the tasks you enjoyed most and the difficulty you encountered in performing these; and the tasks you enjoyed least and the difficulty you encountered in performing those tasks. Indicate your plans for using your knowledge of these relationships to develop a mature view of productive work.

2.3.4 Using the journal you developed for Performance Objective 2.3.1, list all of the decisions you have made in your career station. Indicate those which were made independently of the decisions of others. For each decision, describe the step-by-step process you went through in arriving at that decision. Comment on the quality of each independent decision and the effect it had on your job performance and relationship to your work experience education sponsor.

2.3.5 Select one of the decisions you described under Performance Objective 2.3.4. Decide whether you could have made the same decision a year ago. Explain how your arriving at a decision at that time would differ from the present. Develop a plan for improving your ability to make independent decisions on the job.

2.3.6 Select any three of your co-workers and make a list of personal characteristics that each possesses which indicate maturity. Identify those which you have heard used to describe your personality characteristics. Explain how you intend to develop and strengthen those characteristics which you do not possess at the present time.

MAJOR GOAL 3.0 ANALYZE CAREER OPPORTUNITIES AND THEIR REQUIREMENTS AND COMPARE THESE TO PERSONAL POTENTIAL AND EXPECTATION (SELF-EVALUATION)

PROGRAM GOAL 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objectives. (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.1.1 Complete the aptitude test available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your strongest aptitudes.

3.1.2 Complete the interest inventory available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your main interests according to the inventory.

3.1.3 Compare your aptitudes and interests with your performance in the classes you are now taking.

3.1.4 From a list of hobbies and leisure-time activities, select at least six (6) and rank them according to your greatest interest.

3.1.5 From a list of twenty values, rank them according to their importance to you. Identify one or more persons that you know who share your top six values.

3.1.6 On the basis of the test provided by your counselor or your work experience education coordinator, determine whether you prefer to work with people, ideas, things, or combinations of these.

3.1.7 Considering your school achievement and attendance, decide how much education beyond high school you would

like to complete. Give at least three (3) reasons for your answer.

PROGRAM GOAL 3.2 Explore the current and emerging opportunities for employment in your present assignment and for advancement within related occupations.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.2.1 Identify opportunities for employment in your present career station and one other based on: (1) current needs in your community, California, and the nation, and (2) anticipated needs for the next five years in your community, California, and the nation. Document your findings by using the Occupational Outlook Handbook, bulletins of the U. S. Department of Labor, HRD bulletins, and other library sources.

3.2.2 Based upon your findings for Performance Objective 3.2.1, decide which career holds greater promise of future employment for you. Select one of the two careers and justify your decision.

PROGRAM GOAL 3.3 Identify the educational and training requirements of your present employment and compare them to the requirements for advancement within related occupations.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.3.1 Based upon the educational and training requirements necessary to enter your present career station as a full-time employee, describe: (1) the requirements you have successfully completed, and (2) the requirements you must complete to be eligible for full-time employment. Develop a plan for meeting the requirements and estimate the time you need to complete the necessary

education and training.

3.3.2 List the levels of advancement within the occupational cluster of your present job. Compare the educational and training requirements of your present work assignment with those of other careers within the occupational cluster you have identified. After discussing these requirements with your work experience education sponsor, outline the steps you must take and estimate the time you need to qualify for the career you would like to attain.

PROGRAM GOAL 3.4 Compare the educational and training requirements needed for advancement within occupational areas related to your present assignment to your potential for success in them.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.4.1 Compare the requirements needed to reach the level of advancement that you would like to attain in your occupational area with: (1) your school achievement, (2) educational and training requirements of the career selected, (3) your self-assessment, and (4) your capacity to delay reaching your career expectations because of necessary related education and training.

MAJOR GOAL 4.0 RELATE IN A POSITIVE MANNER TO WORK EXPERIENCE EDUCATION SPONSORS, TO EMPLOYERS AND THEIR EMPLOYEES, AND TO THE PUBLIC SERVED (INTER-PERSONAL RELATIONS)

PROGRAM GOAL 4.1 Maintain the personal grooming and dress required in the work environment of a selected career.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.1.1 Given descriptions of personal grooming and dress which are required in a variety of work environments, select those which are important to your selected career. Describe why they are important in any way acceptable to your work experience education coordinator.

4.1.2 Report to your career station appropriately groomed and dressed. Verification of the attainment of this objective will be made on a rating form by your work experience education sponsor.

PROGRAM GOAL 4.2 Demonstrate the behaviors and attitudes required in the work environment of a selected career.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.2.1 Discuss with your related class or your work experience education coordinator, the behaviors and attitudes necessary for success in the work environment of a selected career station. Use the rating scale provided to indicate those requirements which you find acceptable and those you find unacceptable or you consider unnecessary.

4.2.2 Given an evaluative report by your work experience education coordinator or sponsor that identifies need for improvement in behaviors and attitudes required on the job, accept such criticism in a positive manner. Demonstrate this through improvement on the job in the areas of deficiency. Evidence of the ability to profit

from productive criticism will be indicated on a rating form completed by your work experience education sponsor.

4.2.3 Given an assignment card, report to your career station punctually. Follow the proceudres provided by your work experience education coordinator and sponsor whenever you must be late or absent. Verification of the successful attainment of this objective will be made by your sponsor on a rating form.

PROGRAM GOAL 4.3 Identify the needs of the publics served in the work environment of a selected career.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.3.1 Identify the expectations of the publics served in your selected career. For each expectation or need you have described, give at least one appropriate way you have learned to meet the public's need. Identify those responses which you have learned in your present assignment.

4.3.2 As a result of dealing with the publics served in your selected career, a satisfactory rating will be given to you by your work experience education sponsor in one or more written progress reports.

PROGRAM GOAL 4.4 Meet the needs of the publics served in the work environment of a selected career.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.4.1 Indicate which expectations of the publics served in your selected career are easy to meet and which expectations you find most difficult to meet. Relate both the easy and difficult expectations to your own

requirements as a member of the consumer public.

4.4.2 Given examples of behavior or attitudes which are inappropriate to your selected career, explain or describe how these behaviors or attitudes might affect the employee, his fellow employees, the public served, and the employer.

4.4.3 Meet the needs of the publics served in your selected career. Verification of the attainment of this objective will be made by your work experience education sponsor on a rating form.

MAJOR GOAL 5.0 IDENTIFY WITH, AND PARTICIPATE IN, ADULT ROLES AND RESPONSIBILITIES IN THE WORLD OF WORK (APPLICATION)

PROGRAM GOAL 5.1 Apply knowledge of employment procedures and practices required for job placement.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.1.1 List activities and sources that may be utilized to seek out technical and supportive information needed prior to employment. As a part of each activity, outline steps that would be carried out to insure complete awareness of practical activities required for job placement.

PROGRAM GOAL 5.2 Understand the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.2.1 Give evidence of knowledge and understanding of the rules, regulations, procedures, and practices that are important to employees.

5.2.2 Apply what you have learned under Performance Objective 5.2.1 to your selected career and your future career plans.

PROGRAM GOAL 5.3 Assume adult roles and responsibilities in a selected career.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.3.1 After assuming an adult role in your selected career, list those responsibilities which are required for your

successful performance at your job station. List responsibilities which are new to you and relate how your own personal experiences can reinforce job responsibilities to insure success at work.

5.3.2 Compare your present obligations to those assumed by an employed adult. List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of your selected career and other adult responsibilities.

PROGRAM GOAL 5.4 Demonstrate job-entry level proficiency in a selected career.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.4.1 Demonstrate or give other satisfactory evidence of job-entry level proficiencies you have acquired. Incorporate these into a job application that could be presented to a potential employer.

5.4.2 Obtain an evaluation from your work experience education sponsor identifying responsibilities which you have met successfully, as well as areas which need improvement in order to meet his standards for full-time employees.

5.4.3 Using the employee self-rating scale provided, compare yourself to full-time employees at your career station. Based upon the results of the scale you have completed, list five (5) areas in which you feel you need improvement and develop a plan for implementation of these needs.

WORK EXPERIENCE EDUCATION

INFORMATION REGARDING THE ADMINISTRATION OF TERMINAL OBJECTIVES

GENERAL INFORMATION

1. The terminal objectives, in the form of pre-assessments for Major Goals 2.0 and 3.0 and post assessment, for all five Major Goals are designed to measure the degree to which each student has reached the Major Goals of the Work Experience Education Program.

2. Each pre and post assessment has been organized so that the numbers of each section correspond to the numbers of the related Program Goals.

3. To aid in the administration of the assessments, materials are provided in this syllabus for each of the five Major Goals of the Exploratory, General, and Vocational Work Experience Education Programs. Materials are provided for each goal as follows:

   A. Pre assessments for Major Goals 2.0 and 3.0
   B. Post assessments for Major Goals 1.0 - 5.0
   C. Scoring keys for all pre-and post assessments

4. A Student Work Experience Education Record Form has been provided in the final section of this syllabus. When a student begins one of the three work experience programs, a record form and a folder for filing his tests should be prepared for him. At the completion of each Learning Activity Package, pre assessment, and post assessment, the results should be marked on the record form and the tests filed in the folder.

5. Two Work Experience Education Record Forms have been provided in the last section of the syllabus for use by the Coordinator.

   A. Coordinator's Record Form for Learning Activity Packages should be used for recording the individual progress on the Learning Activity Packages of all students in the program.

   B. Coordinator's Record Form for Terminal Objectives should be used for recording the individual progress on the terminal objectives of all students in the program.

When a student successfully completes a Learning Activity Package or a Terminal Objective, the Work Experience Education Coordinator should mark the prescribed section of the form.

These forms will allow the Work Experience Education Coordinator to monitor the progress of the students and to more readily compile statistical data to measure the success of the program.

EXPLORATORY
TERMINAL OBJ. 2
PRE-ASSESSMENT

PROCEDURES

1. The pre-assessments should be administered no later than the student's second week in the Work Experience Education Program.

2. The post assessments should be administered approximately two weeks prior to the student's completion of the program.

3. The assessments may be administered to students individually or in groups. They are designed to be self-explanatory; however, the Coordinator should take into consideration the ability and reading level of each student when determining the extent of the explanation and direction which must be provided.

4. It is suggested that the Coordinator read the directions at the beginning of each section to the students, to be certain they understand before proceeding. Particular attention should be given to clarifying the goal of the assessment with the students.

5. Prior to the administration of each assessment, the Coordinator should tell the students that:

    A. It is the student's own ideas that are important. Other students' attitudes and ideas will not help him to reach the objectives of the assessment.

    B. There is not a time limit. Each student should work at his own speed, and should complete all sections of the assessment.

6. A key is provided for scoring each of the assessments. Upon completion, the assessment should be scored and the results marked on the record form. The Coordinator should also have an individual conference with the student to discuss the results and to plan future studies and activities to aid the student's development.

Date_____ Student_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (E)

Pre-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not Important	Somewhat Important	Important	Very Important	Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either (NI), (I), or (E).

Sources of Personal Fulfillment	Rating: Not Important	Important	Essential
1. My work does not require regular hours. I work when it is convenient to me.	NI	I	E
2. I am willing to work long hours in order to make lots of money.	NI	I	E
3. I enjoy holding a job and I look forward to going to work.	NI	I	E
4. I usually end the work day feeling very satisfied with what I have accomplished.	NI	I	E
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI	I	E

C. Review the five (5) items in Section 2.1 B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

Rank Order (1 = most important)
(5 = least important)

1. My work does not require regular hours. I work when it is convenient to me. _____

2. I am willing to work long hours in order to make lots of money. _____

3. I enjoy holding a job and I look forward to going to work. _____

4. I usually end the work day feeling very satisfied with what I have accomplished. _____

5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself. _____

D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5), (5 designates your lowest ranking).

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

Rank_____

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Rank_____

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

Rank_____

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank_____

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Rank_____

Program Goal 2.3

Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

Item	Rating		
	Weakness	Average Ability	Strength
A. I can accept criticism on the job even when it does not seem to be deserved.	W	A	S
B. I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	S
C. I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	S
D. I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	S
E. I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	S
F. I am flexible and changes in routine or my work assignment don't shake me up.	W	A	S
G. After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	W	A	S

H.	I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	S
I.	I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	S
J.	I consider both sides of an argument before coming to a conclusion.	W	A	S
K.	I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	S
L.	In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	W	A	S
M.	I complete a job even though I may have to work overtime to do so.	W	A	S
N.	My job need not be considered important to my friends in order to be important to me.	W	A	S

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (G)

Pre-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program.)

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not Important	Somewhat Important	Important	Very Important	Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either (NI), (I), or (E).

Sources of Personal Fulfillment	Rating: Not Important	Important	Essential
1. My work does not require regular hours. I work when it is convenient to me.	NI	I	E
2. I am willing to work long hours in order to make lots of money.	NI	I	E
3. I enjoy holding a job and I look forward to going to work.	NI	I	E

GENERAL
TERMINAL OBJ. 2
PRE-ASSESSMENT

Sources of Personal Fulfillment	Rating: Not Important	Important	Essential
4. I usually end the work day feeling very satisfied with what I have accomplished.	NI	I	E
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI	I	E

C. Review the five (5) items in Section 2.1 B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

	Rank Order (1 = most important) (5 =least important)
1. My work does not require regular hours. I work when it is convenient to me.	_____
2. I am willing to work long hours in order to make lots of money.	_____
3. I enjoy holding a job and I look forward to going to work.	_____
4. I usually end the work day feeling very satisfied with what I have accomplished.	_____
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	_____

D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5). (5 designates your lowest ranking.)

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sports events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

Rank_____

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Rank_____

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

Rank_____

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank_____

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Rank_____

Pre-Assessment T.O. #2.0 (G)

Program Goal 2.3

A. Different careers require different kind of abilities and personal qualities. In each item listed below, circle the response which describes your abilities.

Item	Rating: Weakness	Average Ability	Strength
1. I can accept criticism on the job even when it does not seem to be deserved.	W	A	S
2. I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	S
3. I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	S
4. I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	S
5. I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	S
6. I am flexible and changes in routine or my work assignment don't shake me up.	W	A	S
7. After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	W	A	S
8. I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	S
9. I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	S
10. I consider both sides of an argument before coming to a conclusion.	W	A	S
11. I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	S
12. In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	W	A	S

13. I complete a job even though I may have to work overtime to do so. W A S

14. My job need not be considered important to my friends in order to be important to me. W A S

B. Have your employer complete the attached Employee Rating Scale after you have been on the job at least one week but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.

GENERAL AND VOCATIO[illegible] WORK EXPERIENCE EDUCATION
Terminal Objective 2.0 (G)(V)

EMPLOYEE RATING SCALE* - (Program Goal 2.3)

Name of Employee_____ Sex_____ School_____ Job Title_____

Job Duties_____ Approximate number of months employeed_____

Name of Rater_____ Firm_____ Date of Rating_____

Directions to Sponsor:
This scale is constructed to allow you to make some important decisions about the personal traits and skills of employees. Below is a sample rating of a grocery clerk. You will note that there are adjectives which describe this clerk and five numbers between the adjectives. Here are what the numbers between the adjectives mean:

TALL 5	4	3	2	1 SHORT
Very Tall	Moderately Tall	Average	Moderately Short	Very Short

EXAMPLE: GROCERY CLERK

TALL	(5)	4	3	2	1	SHORT
QUICK	5	4	3	(2)	1	SLOW
HAPPY	5	4	3	2	1	SAD

In the example, the grocery clerk is rated Very Tall; therefore, number 5 is circled right next to the adjective TALL. If he were Very Short, number 1 should be circled right next to the adjective SHORT. The numbers in between the two adjectives represent varying degrees of whatever trait we are measuring. On the next adjective pair, number 2 is circled to indicate he is more slow than quick.

The same approach applies to the next adjective ratings. Look at the words HAPPY and SAD and circle the appropriate number between them, thinking about a grocery clerk who waits on you. Remember the numbers between the adjectives represent varying degrees between the adjectives. Look at your own rating above: if he is VERY HAPPY, number 5 should be circled--right next to the word HAPPY. If he is VERY SAD, number 1 should be circled right next to the word SAD. MOST PEOPLE FALL SOMEWHERE IN BETWEEN.

ON THE NEXT PAGE YOU WILL FIND A NUMBER OF THESE ADJECTIVES AND OTHER TRAITS WHICH RELATE TO EMPLOYEES. KEEP IN MIND THE EMPLOYEE. BE SURE TO PLACE A CIRCLE AROUND THE NUMBER BEST DESCRIBING HIM, OR HER, ON EACH TRAIT. DO NOT THINK TOO LONG ABOUT THESE RATINGS. PUT DOWN YOUR FIRST IMPRESSION. BE SURE TO COMPLETE EVERY ITEM.

*Permission obtained by the Oakland Unified School District to reproduce this scale.

EMPLOYEE RATING SCALE - T.O. #2.0 (G)(V)

BE SURE TO COMPLETE EVERY ITEM
CIRCLE ONE NUMBER ONLY FOR EACH ITEM ON THE SCALE

CHARACTERISTICS:

(1)	Considerate	5	4	3	2	1	Inconsiderate
(2)	Efficient	5	4	3	2	1	Inefficient
(3)	Does good quality work	5	4	3	2	1	Does poor quality work
(4)	Sociable	5	4	3	2	1	Unsociable
(5)	Works well under pressure	5	4	3	2	1	Works poorly under pressure
(6)	Organized	5	4	3	2	1	Unorganized
(7)	Cooperative	5	4	3	2	1	Uncooperative
(8)	Reliable	5	4	3	2	1	Unreliable
(9)	Shows good judgment	5	4	3	2	1	Shows poor judgment
(10)	Relaxed	5	4	3	2	1	Tense
(11)	Thorough	5	4	3	2	1	Slip-shod
(12)	Completes assignments	5	4	3	2	1	Doesn't complete assignments
(13)	Communicative	5	4	3	2	1	Quiet
(14)	Accurate	5	4	3	2	1	Inaccurate
(15)	Is regular in attendance	5	4	3	2	1	Is absent frequently
(16)	Accommodating	5	4	3	2	1	Demanding
(17)	Responsible	5	4	3	2	1	Irresponsible
(18)	Catches on quickly	5	4	3	2	1	Doesn't catch on quickly
(19)	Obliging	5	4	3	2	1	Obstructive
(20)	Neat	5	4	3	2	1	Sloppy
(21)	Communicates well in writing	5	4	3	2	1	Communicates poorly in writing
(22)	Outgoing	5	4	3	2	1	Withdrawn
(23)	Dependable	5	4	3	2	1	Undependable
(24)	Is punctual	5	4	3	2	1	Is late often

OVERALL EFFECTIVENESS OF EMPLOYEE

(25) Excellent 5 4 3 2 1 Poor

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (V)

Pre-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not Important	Somewhat Important	Important	Very Important	Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either (NI), (I), or (E).

Sources of Personal Fulfillment	Not Important	Important	Essential
1. My work does not require regular hours. I work when it is convenient to me.	NI	I	E
2. I am willing to work long hours in order to make lots of money.	NI	I	E
3. I enjoy holding a job and I look forward to going to work.	NI	I	E

Sources of Personal Fulfillment	Not Important	Important	Essential
4. I usually end the work day feeling very satisfied with what I have accomplished.	NI	I	E
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI	I	E

C. Review the five (5) items in Section 2.1 and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

	Rank Order (1 = most important) (5 = least important)
1. My work does not require regular hours. I work when it is convenient to me.	_____
2. I am willing to work long hours in order to make lots of money.	_____
3. I enjoy holding a job and I look forward to going to work.	_____
4. I usually end the work day feeling very satisfied with what I have accomplished.	_____
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	_____

D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5), (5 designates your lowest ranking).

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

Rank_____

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Rank_____

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

Rank_____

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank_____

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Rank_____

Program Goal 2.3

A. Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

Item	Rating		
	Weakness	Average Ability	Strength
1. I can accept criticism on the job even when it does not seem to be deserved.	W	A	S
2. I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	S
3. I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	S
4. I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	S
5. I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	S
6. I am flexible and changes in routine or my work assignment don't shake me up.	W	A	S
7. After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	W	A	S
8. I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	S
9. I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	S
10. I consider both sides of an argument before coming to a conclusion.	W	A	S
11. I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	S
12. In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	W	A	S

13. I complete a job even though I may have to work overtime to do so. W A S

14. My job need not be considered important to my friends in order to be important to me. W A S

B. Have your employer complete the attached Employee Rating Scale after you have been on the job at least one week but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.

GENERAL AND VOCATI[illegible] WORK EXPERIENCE EDUCATION
Terminal Objective 2.0 (G)(V)

EMPLOYEE RATING SCALE* - (Program Goal 2.3)

Name of Employee_____ Sex_____ School_____ Job Title_____

Job Duties_____ Approximate number of months employeed_____

Name of Rater_____ Firm_____ Date of Rating_____

Directions to Sponsor:
This scale is constructed to allow you to make some important decisions about the personal traits and skills of employees. Below is a sample rating of a grocery clerk. You will note that there are adjectives which describe this clerk and five numbers between the adjectives. Here are what the numbers between the adjectives mean:

TALL 5	4	3	2	1 SHORT
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EXAMPLE: GROCERY CLERK

TALL	(5)	4	3	2	1	SHORT
QUICK	5	4	3	(2)	1	SLOW
HAPPY	5	4	3	2	1	SAD

In the example, the grocery clerk is rated Very Tall; therefore, number 5 is circled right next to the adjective TALL. If he were Very Short, number 1 should be circled right next to the adjective SHORT. The numbers in between the two adjectives represent varying degrees of whatever trait we are measuring. On the next adjective pair, number 2 is circled to indicate he is more slow than quick.

The same approach applies to the next adjective ratings. Look at the words HAPPY and SAD and circle the appropriate number between them, thinking about a grocery clerk who waits on you. Remember the numbers between the adjectives represent varying degrees between the adjectives. Look at your own rating above: if he is VERY HAPPY, number 5 should be circled--right next to the word HAPPY. If he is VERY SAD, number 1 should be circled right next to the word SAD. MOST PEOPLE FALL SOMEWHERE IN BETWEEN.

ON THE NEXT PAGE YOU WILL FIND A NUMBER OF THESE ADJECTIVES AND OTHER TRAITS WHICH RELATE TO EMPLOYEES. KEEP IN MIND THE EMPLOYEE. BE SURE TO PLACE A CIRCLE AROUND THE NUMBER BEST DESCRIBING HIM, OR HER, ON EACH TRAIT. DO NOT THINK TOO LONG ABOUT THESE RATINGS. PUT DOWN YOUR FIRST IMPRESSION. BE SURE TO COMPLETE EVERY ITEM.

*Permission obtained by the Oakland Unified School District to reproduce this scale.

EMPLOYEE RATING . .E - T.O. #2.0 (G)(V)

BE SURE TO COMPLETE EVERY ITEM
CIRCLE ONE NUMBER ONLY FOR EACH ITEM ON THE SCALE

CHARACTERISTICS:

(1)	Considerate	5	4	3	2	1	Inconsiderate
(2)	Efficient	5	4	3	2	1	Inefficient
(3)	Does good quality work	5	4	3	2	1	Does poor quality work
(4)	Sociable	5	4	3	2	1	Unsociable
(5)	Works well under pressure	5	4	3	2	1	Works poorly under pressure
(6)	Organized	5	4	3	2	1	Unorganized
(7)	Cooperative	5	4	3	2	1	Uncooperative
(8)	Reliable	5	4	3	2	1	Unreliable
(9)	Shows good judgment	5	4	3	2	1	Shows poor judgment
10)	Relaxed	5	4	3	2	1	Tense
11)	Thorough	5	4	3	2	1	Slip-shod
12)	Completes assignments	5	4	3	2	1	Doesn't complete assignments
(13)	Communicative	5	4	3	2	1	Quiet
(14)	Accurate	5	4	3	2	1	Inaccurate
(15)	Is regular in attendance	5	4	3	2	1	Is absent frequently
(16)	Accommodating	5	4	3	2	1	Demanding
(17)	Responsible	5	4	3	2	1	Irresponsible
(18)	Catches on quickly	5	4	3	2	1	Doesn't catch on quickly
(19)	Obliging	5	4	3	2	1	Obstructive
(20)	Neat	5	4	3	2	1	Sloppy
(21)	Communicates well in writing	5	4	3	2	1	Communicates poorly in writing
(22)	Outgoing	5	4	3	2	1	Withdrawn
(23)	Dependable	5	4	3	2	1	Undependable
(24)	Is punctual	5	4	3	2	1	Is late often

OVERALL EFFECTIVENESS OF EMPLOYEE

(25) Excellent 5 4 3 2 1 Poor

Date_____ Student_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (E)

Pre-Assessment

EXPLORATORY
TERMINAL OBJ. 3
PRE-ASSESSMENT

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

Personal Traits	Rating		
	Weak	Average	Strong
1. Working with printed materials, such as reading, writing reports, etc.	W	A	S
2. Using numbers with speed and accuracy.	W	A	S
3. Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4. Drawing, painting, working with clay, etc.	W	A	S
5. Moving my hands and fingers with speed and accuracy.	W	A	S
6. Singing or playing a musical instrument.	W	A	S
7. Supervising and assisting other people with their work.	W	A	S
8. Moving heavy objects and other tasks requiring physical strength.	W	A	S
9. Manipulating small objects in a certain way.	W	A	S
10. Using hand tools of various kinds.	W	A	S

Pre-Assessment T.O. #3.0 (E)

	Personal Traits	Rating: Weak	Average	Strong
11.	Communicating with other people in writing.	W	A	S
12.	Communicating with other people by speaking.	W	A	S
13.	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	A	S
16.	Working closely with other people to get the job done.	W	A	S
17.	Seeing the relationship of parts of an object to the whole object.	W	A	S
18.	Performing a task or making a product from start to finish by myself.	W	A	S
19.	Performing tasks which require above average mental ability.	W	A	S
20.	Working with young children.	W	A	S
21.	Following directions and procedures without error.	W	A	S
22.	Using my imagination to create new ideas, things or procedures.	W	A	S
23.	Working with adults.	W	A	S
24.	Collecting, evaluating and interpreting information and data.	W	A	S
25.	Organizing and directing the activities of others.	W	A	S
26.	Working with people who are sick or who have other problems.	W	A	S
27.	Setting goals and reaching them.	W	A	S
28.	Doing what I have to do when it should be done.	W	A	S
29.	Getting places on time.	W	A	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	S

Pre-Assessment T.O. #3.0 (E)

Program Goal 3.2

In the spaces provided below, list a minimum of ten (10) careers of interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

	Training Requirements						Salary Ranges			
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

Program Goal 3.3

Listed below are twenty (20) careers, all of which are included in the following occupational clusters:

(1) business and office
(2) marketing and distributive
(3) public service
(4) construction
(5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle "(L)" for Limited Opportunity, "(S)" for Some Opportunity, and "(G)" for Great Opportunity.

(NOTE: Example A demonstrates that a bookkeeper is included in cluster #1, business and office occupations. The fact that "(G)" is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

	Career	Occupational Cluster	Employment Opportunities: Now			In Ten Years		
Example:	A. Bookkeeper	1	L	S	(G)	L	S	(G)
	1. Retail Salesworker		L	S	G	L	S	G
	2. Social Worker		L	S	G	L	S	G
	3. Physical Therapist		L	S	G	L	S	G
	4. Accountant		L	S	G	L	S	G
	5. Telephone Operator		L	S	G	L	S	G
	6. Sheet Metal Worker		L	S	G	L	S	G
	7. Teacher		L	S	G	L	S	G
	8. Hospital Administrator		L	S	G	L	S	G
	9. Secretary		L	S	G	L	S	G
	10. Postal Clerk		L	S	G	L	S	G
	11. Insurance Agent		L	S	G	L	S	G
	12. Painter		L	S	G	L	S	G
	13. Dentist		L	S	G	L	S	G
	14. Local Truck Driver		L	S	G	L	S	G
	15. Public Relations Worker		L	S	G	L	S	G
	16. Plumber		L	S	G	L	S	G

	Occupational Cluster	Employment Opportunities Now			In Ten Years		
17. Firefighter		L	S	G	L	S	G
18. Registered Nurse		L	S	G	L	S	G
19. Marketing Research Worker		L	S	G	L	S	G
20. Carpenter		L	S	G	L	S	G

Program Goal 3.4

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

	Training Requirements						Salary Ranges			
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										

Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then go back and review the thirty (30) personal traits given under item 3.1 on page one. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided.

Pre-Assessment T.O. #3.0 (E)

Career (1st choice)_____Occ. Cluster_____

Personal Traits:

1.

2.

3.

4.

5.

Career (2nd choice)_____Occ. Cluster_____

Personal Traits:

1.

2.

3.

4.

5.

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (G)

Pre-Assessment

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

GENERAL
TERMINAL OBJ. 3
PRE-ASSESSMENT

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

		Rating		
	Personal Traits	Weak	Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	S
2.	Using numbers with speed and accuracy.	W	A	S
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4.	Drawing, painting, working with clay, etc.	W	A	S
5.	Moving my hands and fingers with speed and accuracy.	W	A	S
6.	Singing or playing a musical instrument.	W	A	S
7.	Supervising and assisting other people with their work.	W	A	S
8.	Moving heavy objects and other tasks requiring physical strength.	W	A	S
9.	Manipulating small objects in a certain way.	W	A	S
10.	Using hand tools of various kinds.	W	A	S
11.	Communicating with other people in writing.	W	A	S

Pre-Assessment T.O. #3.0 (G)

	Personal Traits	Rating Weak	Average	Strong
12.	Communicating with other people by speaking.	W	A	S
13.	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	A	S
16.	Working closely with other people to get the job done.	W	A	S
17.	Seeing the relationship of parts of an object to the whole object.	W	A	S
18.	Performing a task or making a product from start to finish by myself.	W	A	S
19.	Performing tasks which require above average mental ability.	W	A	S
20.	Working with young children.	W	A	S
21.	Following directions and procedures without error.	W	A	S
22.	Using my imagination to create new ideas, things or procedures.	W	A	S
23.	Working with adults.	W	A	S
24.	Collecting, evaluating and interpreting information and data.	W	A	S
25.	Organizing and directing the activities of others.	W	A	S
26.	Working with people who are sick or who have other problems.	W	A	S
27.	Setting goals and reaching them.	W	A	S
28.	Doing what I have to do when it should be done.	W	A	S
29.	Getting places on time.	W	A	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	S

Program Goal 3.2

In the spaces provided below, list a minimum of ten (10) careers of interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

CAREER	Training Requirements						Salary Ranges			
	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

Program Goal 3.3

Listed below are twenty (20) careers, all of which are included in the following occupational clusters:

(1) business and office
(2) marketing and distributive
(3) public service
(4) construction
(5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle "(L)" for Limited Opportunity, "(S)" for Some Opportunity, and "(G)" for Great Opportunity.

(NOTE: Example A demonstrates that a bookkeeper is included in cluster #1, business and office occupations. The fact that "(G)" is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

	Career	Occupational Cluster	Employment Opportunities: Now			In Ten Years		
Example A.	Bookkeeper	1	L	S	(G)	L	S	(G)
1.	Retail Salesworker		L	S	G	L	S	G
2.	Social Worker		L	S	G	L	S	G
3.	Physical Therapist		L	S	G	L	S	G
4.	Accountant		L	S	G	L	S	G
5.	Telephone Operator		L	S	G	L	S	G
6.	Sheet Metal Worker		L	S	G	L	S	G
7.	Teacher		L	S	G	L	S	G
8.	Hospital Administrator		L	S	G	L	S	G
9.	Secretary		L	S	G	L	S	G
10.	Postal Clerk		L	S	G	L	S	G
11.	Insurance Agent		L	S	G	L	S	G
12.	Painter		L	S	G	L	S	G
13.	Dentist		L	S	G	L	S	G
14.	Local Truck Driver		L	S	G	L	S	G
15.	Public Relations Worker		L	S	G	L	S	G
16.	Plumber		L	S	G	L	S	G

	Occupational Cluster	Employment Opportunities					
		Now			In Ten Years		
17. Firefighter		L	S	G	L	S	G
18. Registered Nurse		L	S	G	L	S	G
19. Marketing Research Worker		L	S	G	L	S	G
20. Carpenter		L	S	G	L	S	G

Program Goal 3.4

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

	Training Requirements						Salary Ranges			
CAREER	High School Graduation	Apprenticeship training	Post high school training, but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										

Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then go back and review the thirty (30) personal traits given under item 3.1 on page one. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided.

Pre-Assessment T.O. #3.0 (G)

Career (1st choice)_____Occ. Cluster_____

Personal Traits:

1.

2.

3.

4.

5.

Career (2nd choice)_____Occ. Cluster_____

Personal Traits:

1.

2.

3.

4.

5.

- - - -

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (V)

Pre-Assessment

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

	Personal Traits	Rating		
		Weak	Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	S
2.	Using numbers with speed and accuracy.	W	A	S
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4.	Drawing, painting, working with clay, etc.	W	A	S
5.	Moving my hands and fingers with speed and accuracy.	W	A	S
6.	Singing or playing a musical instrument.	W	A	S
7.	Supervising and assisting other people with their work.	W	A	S
8.	Moving heavy objects and other tasks requiring physical strength.	W	A	S
9.	Manipulating small objects in a certain way.	W	A	S
10.	Using hand tools of various kinds.	W	A	S

VOCATIONAL
TERMINAL OBJ. 3
PRE-ASSESSMENT

	Personal Traits	Rating: Weak	Average	Strong
11.	Communicating with other people in writing.	W	A	S
12.	Communicating with other people by speaking.	W	A	S
13.	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	A	S
16.	Working closely with other people to get the job done.	W	A	S
17.	Seeing the relationship of parts of an object to the whole object.	W	A	S
18.	Performing a task or making a product from start to finish by myself.	W	A	S
19.	Performing tasks which require above average mental ability.	W	A	S
20.	Working with young children.	W	A	S
21.	Following directions and procedures without error.	W	A	S
22.	Using my imagination to create new ideas, things or procedures.	W	A	S
23.	Working with adults.	W	A	S
24.	Collecting, evaluating and interpreting information and data.	W	A	S
25.	Organizing and directing the activities of others.	W	A	S
26.	Working with people who are sick or who have other problems.	W	A	S
27.	Setting goals and reaching them.	W	A	S
28.	Doing what I have to do when it should be done.	W	A	S
29.	Getting places on time.	W	A	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	S

Program Goal 3.2

A. Write the title of the occupational cluster covering your present work assignment in the space below.

Occupational Cluster_____

B. Provide the title of your present work assignment and then list at least five additional careers within the same occupational cluster. Then put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

	Training Requirements						Salary Ranges			
CAREER	High School Graduation	Apprenticeship Training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

C. Provide the title of your present work assignment and then list at least two additional careers within the same occupational cluster and two other careers which may be of interest to you. Rate each career according to opportunities for employment now and in ten years. Circle (L) for "Limited Opportunity," (S) for "Some Opportunity," and (G) for "Great Opportunity."

CAREER	EMPLOYMENT OPPORTUNITIES					
	Now			In Ten Years		
	L	S	G	L	S	G
1. _____ (present assignment)	L	S	G	L	S	G
2. _____ (related career)	L	S	G	L	S	G
3. _____ (related career)	L	S	G	L	S	G
4. _____ (alternate career)	L	S	G	L	S	G
5. _____ (alternate career)	L	S	G	L	S	G

Program Goal 3.3

In the spaces provided below, identify (a) your present career assignment, (b) a more advanced career within the same assignment, and (c) a third career which may be of interest to you. Then, put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

	Training Requirements					Salary Ranges			
CAREER	High School Graduation	Apprenticeship Training	Post high school but below a Bachelor's Degree	College Graduation	College training beyond a Bachelor's Degree	$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	over $20,000 per year
1. (Present career assignment)									
2. (Advanced career)									
3. (Alternate career)									

Program Goal 3.4

A. In the spaces provided below, again list the three careers you listed in item 3.3. Go back and review the thirty (30) personal traits given under item 3.1. Select five (5) of your traits from the list which will help you to be successful in the three career choices and write them in the spaces provided.

1. Career _____
(present career assignment)

Personal Traits:

1.

2.

3.

4.

5.

2. Career _____
(a career related to your present assignment)

Personal Traits:

1.

2.

3.

4.

5.

3. Career _____
(an alternate career)

Personal Traits:

1.

2.

3.

4.

5.

B. Write the titles of your three career choices again. This time, indicate by circling the appropriate letter, (L) for "Limited Opportunity," (S) for "Some Opportunity," and (G) for "Great Opportunity," the possibilities for employment in each career at the present time and five years from now. Finally, indicate what your chances are for entering each of the three careers. Do you think they are "Poor," "Good," or "Certain"?

CAREER	Employment Opportunities PRESENT			FIVE YEARS AHEAD		
1. _____	L	S	G	L	S	G
2. _____	L	S	G	L	S	G
3. _____	L	S	G	L	S	G

Pre-Assessment T.O. #3.0 (V)

CAREER	POSSIBILITY OF ENTRY
1. _____	P G C
2. _____	P G C
3. _____	P G C

C. Based upon your experiences in vocational Work Experience Education this year and what you have learned about: (1) the career in which you have been employed; (2) your abilities, interests and personal characteristics; and (3) employment opportunities and requirements for careers: identify what appears to be the most satisfying and realistic career choice for you now and five years from now.

1. _____
(present career choice)

2. _____
(career choice five years from now)

Date_____ Student_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 1.0 (E)

Post-Assessment

Major Goal 1.0: Recognize that the process and content of the school's curriculum are relevant to career requirements and responsibilities (Relevancy).

Minimum Student Criterion: The student will respond to all of the items of TERMINAL OBJECTIVE 1.0 in a manner acceptable to his Work Experience Education Coordinator as evidence of satisfactory progress toward Major Goal 1.0.

Program Goal 1.1

A. In the spaces provided below, list the titles of courses you are now taking and then rank them in order of their importance to you.

	Course Title	Ranking
1.	_____	1._____(most important)
2.	_____	2._____
3.	_____	3._____
4.	_____	4._____
5.	_____	5._____
6.	_____	6._____
7.	_____	7._____(Least important

B. For each course, briefly describe the teacher's goals (purposes) of the course. Are these goals relevant to the careers you have observed in exploratory work experience education? Circle (Yes) or (No) after each goal.

1. Course Title_____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

EXPLORATORY
TERMINAL OBJ. 1
POST ASSESSMENT

2. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

3. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

4. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

5. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

6. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

Program Goal 1.2

Identify one exploratory work experience education station to which you have been assigned.

Title of Station_____

From the careers observed at that station, select the career of greatest interest to you.

Title of Career_____

In the spaces provided below list at least five (5) employment skills required for that career and for each employment skill, give the title of one (1) or more courses offered in your school which will assist you to acquire that skill.

A. Employment Skill_____

Relevant courses (1)_____(2)_____

B. Employment Skill_____

Relevant courses (1)_____(2)_____

C. Employment Skill_____

Relevant courses (1)_____(2)_____

D. Employment Skill_____

Relevant courses (1)_____(2)_____

E. Employment Skill_____

Relevant courses (1)_____(2)_____

Program Goal 1.3

A. For the career identified under item 1.2 list at least five (5) duties or responsibilities required for that career. For each duty or responsibility, give the title of one (1) or more courses offered in your school which will assist you to perform that duty or responsibility in a satisfactory manner.

1. Duty/Responsibility_____

Relevant courses (a)_____(b)_____

2. Duty/Responsibility_____

Relevant courses (a)_____(b)_____

3. Duty/Responsibility_____

Relevant courses (a)_____(b)_____

4. Duty/Responsibility _____

   Relevant courses (a) _____ (b) _____

5. Duty/Responsibility _____

   Relevant courses (a) _____ (b) _____

B. Based upon your knowledge of the total instructional program offered in your school, rate its relevance to the requirements of careers you have identified in item 1.2 by circling (NR), (R), or (VR) on the scale below.

Career Requirements	Relevance of My School's Program		
	Not Relevant	Relevant	Very Relevant
1. Employment Skills	NR	R	VR
2. Duties and Responsibilities	NR	R	VR
3. Information about Career Requirements	NR	R	VR
4. Knowledge required for career	NR	R	VR
5. Behavior and attitudes required	NR	R	VR
6. Dress and grooming requirements for the career	NR	R	VR
7. Educational requirements for the career	NR	R	VR
8. Information about career opportunities	NR	R	VR
9. Job application procedures	NR	R	VR
10. Knowledge of my own interest and ability	NR	R	VR

Date_____ Student_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 1.0 (E)

Post-Assessment Key

Major Goal 1.0: Recognize that the process and content of the school's curriculum are relevant to career requirements and responsibilities (Relevancy).

Minimum Student Criterion: The student will respond to all of the items of TERMINAL OBJECTIVE 1.0 in a manner acceptable to his Work Experience Education Coordinator as evidence of satisfactory progress toward Major Goal 1.0.

Minimum Program Criterion: Seventy-five (75) per cent of all students who complete a program of Exploratory Work Experience Education will respond to all of the items of Terminal Objective 1.0 (E) in a manner acceptable to their Work Experience Education Coordinator.

Program Goal 1.1

A. In the spaces provided below, list the titles of courses you are now taking and then rank them in order of their importance to you.

Course Title	Ranking
1. _____	1. _____ (most important)
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____ (least important)

B. For each course, briefly describe the teacher's goals (purposes) of the course. Are these goals relevant to the careers you have observed in exploratory work experience education? Circle (Yes) or (No) after each goal.

1. Course Title_____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

2. Course Title _____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

3. Course Title _____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

4. Course Title _____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

5. Course Title _____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

6. Course Title _____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

Program Goal 1.2

Identify one exploratory work experience education station to which you have been assigned.

Title of Station_____

From the careers observed at that station, select the career of greatest interest to you.

Title of Career_____

In the spaces provided below list at least five (5) employment skills required for that career and for each employment skill, give the title of one (1) or more courses offered in your school which will assist you to acquire that skill.

A. Employment Skill_____

Relevant courses (1)_____(2)_____

B. Employment Skill_____

Relevant courses (1)_____(2)_____

C. Employment Skill_____

Relevant courses (1)_____(2)_____

D. Employment Skill_____

Relevant courses (1)_____(2)_____

E. Employment Skill_____

Relevant courses (1)_____(2)_____

Program Goal 1.3

A. For the career identified under item 1.2 list at least five (5) duties or responsibilities required for that career. For each duty or responsibility, give the title of one (1) or more courses offered in your school which will assist you to perform that duty or responsibility in a satisfactory manner.

1. Duty/Responsibility_____

Relevant courses (a)_____(b)_____

2. Duty/Responsibility_____

Relevant courses (a)_____(b)_____

3. Duty/Responsibility_____

Relevant courses (a)_____(b)_____

4. Duty/Responsibility_____

   Relevant courses (a)_____(b)_____

5. Duty/Responsibility_____

   Relevant courses (a)_____(b)_____

Program Goal 1.3

B. Based upon your knowledge of the total instructional program offered in your school, rate its relevance to the requirements of careers you have identified in item 1.2 by circling (NR), (R), or (VR) on the scale below.

	Career Requirements	Relevance of My School's Program: Not Relevant	Relevant	Very Relevant
1.	Employment Skills	NR	R	VR
2.	Duties and Responsibilities	NR	R	VR
3.	Information about Career Requirements	NR	R	VR
4.	Knowledge required for career	NR	R	VR
5.	Behavior and attitudes required	NR	R	VR
6.	Dress and grooming requirements for the career	NR	R	VR
7.	Educational requirements for the career	NR	R	VR
8.	Information about career opportunities	NR	R	VR
9.	Job application procedures	NR	R	VR
10.	Knowledge of my own interest and ability	NR	R	VR

Key Summary-

This assessment (T.O. #1.0 E) should be given a subjective evaluation. The student should respond to all of the items of the Terminal Objective in a manner acceptable to the Work Experience Education Coordinator. When the student completes this Terminal Objective satisfactorily, the Work Experience Education Coordinator should write "Satisfactory Completion" in the upper right-hand corner of Page 1 of this instrument under the student's name and also initial the space provided on the Student's Work Experience Record form.

(continued)

The purpose of this section is to aid the student to recognize relevance in the instructional program. If the post-assessment demonstrates that the student cannot recognize relevance in the teacher's goals, the individual classes or the total school program, it is suggested that the coordinator arrange for specific counseling to examine the student's school schedule and its relationship to his goals.

The Work Experience Education Coordinator is in a particularly good position to provide information to the local school administration regarding the relationship between the instructional program and occupational requirements. If, for instance, a large number of students do not see relevance in the school's instructional program, the coordinator should initiate study by the local school administration and staff to determine the actual degree of relevance and to either (1) plan to change the instructional program to increase the relevancy, (2) plan an informational program to improve the understanding of the students regarding the relevancy of the instruction, or (3) plan to change the counseling procedure so that the individual student's programs are directed as closely as possible to the student's goals.

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 1.0 (G)

Post-Assessment

Major Goal 1.0: Recognize that the process and content of the school's curriculum are relevant to career requirements and responsibilities (Relevancy).

Minimum Student Criterion: The student will respond to all of the items of Terminal Objective 1.0 (G) in a manner acceptable to his Work Experience Education Coordinator as evidence of satisfactory progress toward Major Goal 1.0.

Program Goal 1.1

A. In the spaces provided below, list the titles of courses you are now taking and then rank them in order of their importance to you.

Course Titles	Ranking
1. _____	1._____(most important)
2. _____	2._____
3. _____	3._____
4. _____	4._____
5. _____	5._____
6. _____	6._____
7. _____	7._____(least important)

B. For each course, briefly describe the teacher's goals (purposes) of the course. Are these goals relevant to your present job assignment? Respond by circling (Yes) or (No) after each goal.

1. Course Title_____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

GENERAL
TERMINAL OBJ. 1
POST ASSESSMENT

2. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

3. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

4. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

5. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

6. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

Program Goal 1.2

Identify the type of business or profession of your present employer:

_____

Identify your job assignment: _____

_____

List at least five (5) duties or responsibilities required in your job assignment. For each duty or responsibility, give the title of one (1) or more courses offered in your school which will assist you to perform that duty or responsibility in a satisfactory manner.

A. Duty/Responsibility_____

Relevant courses (1)_____(2)_____

B. Duty/Responsibility_____

Relevant courses (1)_____(2)_____

C. Duty/Responsibility_____

Relevant courses (1)_____(2)_____

D. Duty/Responsibility_____

Relevant courses (1)_____(2)_____

E. Duty/Responsibility_____

Relevant courses (1)_____(2)_____

Program Goal 1.3

Based upon your knowledge of the total instructional program offered in your school, rate its relevance to your present job assignment by circling (NR), (R) or (VR) on the scale below:

		Relevance of My School's Program		
	Job Requirements	Not Relevant	Relevant	Very Relevant
A.	Employment skills	NR	R	VR
B.	Duties and responsibilities	NR	R	VR
C.	Information about job requirements	NR	R	VR
D.	Knowledge required for the job	NR	R	VR

Post-Assessment T.O. #1.0 (G)

	Job Requirements	Not Relevant	Relevant	Very Relevant
E.	Behavior and attitudes required for the job	NR	R	VR
F.	Dress and grooming required for the job	NR	R	VR
G.	Educational requirements for the job	NR	R	VR
H.	Information about career opportunities	NR	R	VR
I.	Job application procedures	NR	R	VR
J.	Knowledge of my own interest and ability.	NR	R	VR

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 1.0 (G)

Assessment Key

Major Goal 1.0: Recognize that the process and content of the school's curriculum are relevant to career requirements and responsibilities (Relevancy).

Minimum Student Criterion: *The student will respond to all of the items of Terminal Objective 1.0 (G) in a manner acceptable to his Work Experience Education Coordinator as evidence of satisfactory progress toward Major Goal 1.0.*

Minimum Program Criterion: *At least eighty-five (85) per cent of all students who complete a program of Exploratory Work Experience Education will respond to all of the items of Terminal Objective 1.0 (G) in a manner acceptable to their Work Experience Education Coordinator.*

Program Goal 1.1

A. In the spaces provided below, list the titles of courses you are now taking and then rank them in order of their importance to you.

Course Titles	Ranking
1. _____	1. _____ (most important)
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____ (least important)

B. For each course, briefly describe the teacher's goals (purposes) of the course. Are these goals relevant to your present job assignment? Respond by circling Yes or (No) after each goal.

1. Course Title _____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

Key T.O. #1.0 (G)

2. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

3. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

4. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

5. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

6. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

Key T.O. #1.0 (G)

Program Goal 1.2

Identify the type of business or profession of your present employer:

_____

Identify your job assignment: _____

_____

List at least five (5) duties or responsibilities required in your job assignment. For each duty or responsibility, give the title of one (1) or more courses offered in your school which will assist you to perform that duty or responsibility in a satisfactory manner.

A. Duty/Responsibility_____

Relevant courses (1)_____(2)_____

B. Duty/Responsibility_____

Relevant courses (1)_____(2)_____

C. Duty/Responsibility_____

Relevant courses (1)_____(2)_____

D. Duty/Responsibility_____

Relevant courses (1)_____(2)_____

E. Duty/Responsibility_____

Relevant courses (1)_____(2)_____

Program Goal 1.3

Based upon your knowledge of the total instructional program offered in your school, rate its relevance to your present job assignment by circling (NR), (R), or (VR) on the scale below:

		Relevance of My School's Program		
	Job Requirements	Not Relevant	Relevant	Very Relevant
A.	Employment Skills	NR	R	VR
B.	Duties and responsibilities	NR	R	VR
C.	Information about job requirements	NR	R	VR
D.	Knowledge required for the job	NR	R	VR

Key T.O. #1.0 (G)

Job Requirements	Not Relevant	Relevant	Very Relevant
E. Behavior and attitudes required for the job	NR	R	VR
F. Dress and grooming required for the job	NR	R	VR
G. Educational requirements for the job	NR	R	VR
H. Information about career opportunities	NR	R	VR
I. Job application procedures	NR	R	VR
J. Knowledge of my own interest and ability	NR	R	VR

Key Summary

This assessment (T.O. #1.0 G) should be given a subjective evaluation. The student should respond to all of the items of the Terminal Objective in a manner acceptable to the Work Experience Education Coordinator. When the student completes this goal satisfactorily, the Work Experience Education Coordinator should write "Satisfactory Completion" in the upper right-hand corner of Page 1 under the student's name and also initial the space provided on the Student's Work Experience Record Form.

The major goal of this section is that the student recognize relevance in the instructional program. If the post-assessment demonstrates that the student cannot recognize relevance in the teacher's goals, the individual classes or the total school program, it is suggested that the coordinator arrange for specific counseling to examine the student's school schedule and its relationship to his goals.

The Work Experience Education Coordinator is in a particularly good position to provide information to the local school administration regarding the relationship between the instructional program and occupational requirements. If, for instance, a large number of students do not see relevance in the school's instructional program, the coordinator should initiate study by the local school administration and staff to determine the actual degree of relevance and to either (1) plan to change the instructional program to increase the relevancy, (2) plan an informational program to improve the understanding of the students regarding the relevancy of the instruction, or (3) plan to change the counseling procedure so that the individual student's programs are directed as closely as possible to the student's goals.

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 1.0 (V)

Post-Assessment

Major Goal 1.0: Recognize that the process and content of the school's curriculum are relevant to career requirements and responsibilities (Relevancy).

Minimum Student Criterion: *The student will respond to all of the items of TERMINAL OBJECTIVE 1.0 in a manner acceptable to his work experience education coordinator as evidence of satisfactory progress toward Major Goal 1.0.*

Program Goal 1.1

A. In the spaces provided below, list the titles of courses you are now taking and then rank them in order of their importance to you.

Course Titles	Ranking
1. _____	1. _____ (most important)
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____ (least important)

B. For each course, briefly describe the teacher's goals (purposes) of the course. Are these goals relevant to your present job assignment? Respond by circling (Yes) or (No) after each goal.

1. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

Post-Assessment

T.O. #1.0 (V)

2. Course Title _____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

3. Course Title _____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

4. Course Title _____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

5. Course Title _____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

6. Course Title _____

Teacher's Goals	Relevant
a. _____	Yes No
b. _____	Yes No
c. _____	Yes No

Post-Assessment

T.O. #1.0 (V)

Program Goal 1.2

Identify the type of business or profession of your present employer:

_____

Identify your job assignment: _____

_____

List at least five (5) duties or responsibilities required in your job assignment. For each duty or responsibility, give the title of one (1) or more courses offered in your school which will assist you to perform that duty or responsibility in a satisfactory manner.

A. Duty/responsibility _____

Relevant courses (1)_____(2) _____

B. Duty/responsibility _____

Relevant courses (1)_____(2) _____

C. Duty/responsibility _____

Relevant courses (1)_____(2) _____

D. Duty/responsibility _____

Relevant courses (1)_____(2) _____

E. Duty/responsibility _____

Relevant courses (1)_____(2) _____

Program Goal 1.3

Based upon your knowledge of the total instructional program offered in your school, rate its relevance to your present job assignment by circling (NR), (R), or (VR) on the scale below:

		Relevance of My School's Program		
	Job Requirements	Not Relevant	Relevant	Very Relevant
A.	Employment skills	NR	R	VR
B.	Duties and responsibilities	NR	R	VR
C.	Information about job requirements	NR	R	VR
D.	Knowledge required for the job	NR	R	VR

Post-Assessment

T.O. #1.0 (V)

	Job Requirements	Not Relevant	Relevant	Very Relevant
E.	Dress and grooming required for the job	NR	R	VR
F.	Behavior and attitudes required for the job	NR	R	VR
G.	Educational requirements for the job	NR	R	VR
H.	Information about career opportunities	NR	R	VR
I.	Job application procedures	NR	R	VR
J.	Knowledge of my own interest and ability	NR	R	VR

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 1.0 (V)

Post-Assessment Key

Major Goal 1.0: Recognize that the process and content of the school's curriculum are relevant to career requirements and responsibilities (Relevancy).

Minimum Student Criterion: *The student will respond to all of the items of TERMINAL OBJECTIVE 1.0 in a manner acceptable to his Work Experience Education Coordinator as evidence of satisfactory progress toward Major Goal 1.0.*

Minimum Program Criterion: *All students (100 per cent) who complete a program of Vocational Work Experience Education will respond to all of the items of Terminal Objective 1.0 (V) in a manner acceptable to their Work Experience Education Coordinator.*

Program Goal 1.1

A. In the space provided below, list the titles of courses you are now taking and then rank them in order of their importance to you.

Course Titles	Ranking
1._____	1._____ (most important)
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____
6._____	6._____
7._____	7._____ (least important)

B. For each course, briefly describe the teacher's goals (purposes) of the course. Are these goals relevant to your present job assignment? Respond by circling (Yes) or (No) after each goal.

1. Course Title_____

Teacher's Goals	Relevant	
a._____	Yes	No
b._____	Yes	No
c._____	Yes	No

Post-Assessment Key

T.O. #1.0 (V)

2. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

3. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

4. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

5. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

6. Course Title _____

Teacher's Goals	Relevant	
a. _____	Yes	No
b. _____	Yes	No
c. _____	Yes	No

Post-Assessment Key

T.O. #1.0 (V)

Program Goal 1.2

Identify the type of business or profession of your present employer:

_____

Identify your job assignment: _____

_____

List at least five (5) duties or responsibilities required in your job assignment. For each duty or responsibility, give the title of one (1) or more courses offered in your school which will assist you to perform that duty or responsibility in a satisfactory manner.

A. Duty/responsibility _____

Relevant courses (1) _____ (2) _____

B. Duty/responsibility _____

Relevant courses (1) _____ (2) _____

C. Duty/responsibility _____

Relevant courses (1) _____ (2) _____

D. Duty/responsibility _____

Relevant courses (1) _____ (2) _____

E. Duty/responsibility _____

Relevant courses (1) _____ (2) _____

Program Goal 1.3

Based upon your knowledge of the total instructional program offered in your school, rate its relevance to your present job assignment by circling (NR), (R), or (VR) on the scale below:

		Relevance of My School's Program		
	Job Requirements	Not Relevant	Relevant	Very Relevant
A.	Employment skills	NR	R	VR
B.	Duties and responsibilities	NR	R	VR
C.	Information about job requirements	NR	R	VR
D.	Knowledge required for the job	NR	R	VR
E.	Behavior and attitudes required for the job	NR	R	VR

Post-Assessment Key

T.O. #1.0 (V)

	Job Requirements	Not Relevant	Relevant	Very Relevant
F.	Dress and grooming required for the job	NR	R	VR
G.	Educational requirements for the job	NR	R	VR
H.	Information about career opportunities	NR	R	VR
I.	Job application procedures	NR	R	VR
J.	Knowledge of my own interest and ability	NR	R	VR

Key Summary:

This assessment (T.O. 1.0 V) should be given a subjective evaluation. The student should respond to all of the items of the Terminal Objective in a manner acceptable to the Work Experience Education Coordinator. When the student completes this goal satisfactorily, the Work Experience Education Coordinator should write "Satisfactory Completion" in the upper right-hand corner of Page 1 under the student's name and also initial the space provided on the Student's Work Experience Record Form.

The major goal of this section is that the student recognize relevance in the instructional program. If the post-assessment demonstrates that the student cannot recognize relevance in the teacher's goals, the individual classes or the total school program, it is suggested that the coordinator arrange for specific counseling to examine the student's school schedule and its relationship to his goals.

The Work Experience Education Coordinator is in a particularly good position to provide information to the local school administration regarding the relationship between the instructional program and occupational requirements. If, for instance, a large number of students do not see relevance in the school's instructional program, the coordinator should initiate study by the local school administration and staff to determine the actual degree of relevance and to either (1) plan to change the instructional program to increase the relevance, (2) plan an informational program to improve the understanding of the students regarding the relevancy of the instruction, or (3) plan to change the counseling procedure so that the individual student's programs are directed as closely as possible to the student's goals.

Date _____ Student _____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (E)

Post-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week on the program).

EXPLORATORY TERMINAL OBJ. 2 POST ASSESSMENT

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not Important	Somewhat Important	Important	Very Important	Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either (NI), (I), or (E).

Sources of Personal Fulfillment	Rating: Not Important	Important	Essential
1. My work does not require regular hours. I work when it is convenient to me.	NI	I	E
2. I am willing to work long hours in order to make lots of money.	NI	I	E
3. I enjoy holding a job and I look forward to going to work.	NI	I	E
4. I usually end the work day feeling very satisfied with what I have accomplished.	NI	I	E
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI	I	E

C. Review the five (5) items in Section 2.1 B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

	Rank Order (1 = most important) (5 = least important)
1. My work does not require regular hours. I work when it is convenient to me.	_____
2. I am willing to work long hours in order to make lots of money.	_____
3. I enjoy holding a job and I look forward to going to work.	_____
4. I usually end the work day feeling very satisfied with what I have accomplished.	_____
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	_____

D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5). (5 designates your lowest ranking).

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

Rank_____

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know people. Work is for the uptight world -- not for me.

Rank_____

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get

married. The most important thing to me right now is reaching my career objective.

Rank_____

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank_____

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Rank_____

Program Goal 2.3

Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

Item	Rating: Weakness	Average Ability	Strength
A. I can accept criticism on the job even when it does not seem to be deserved.	W	A	S
B. I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	S
C. I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	S
D. I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	S
E. I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	S
F. I am flexible and changes in routine or my work assignment don't shake me up.	W	A	S

G. After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me. W A S

H. I am able to maintain and respect my own opinions and values even though they may be unpopular with other people. W A S

I. I can think through a problem, make a decision and then accept responsibility for that decision. W A S

J. I consider both sides of an argument before coming to a conclusion. W A S

K. I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance. W A S

L. In order for a job to be satisfying to me, I must have opportunities to do some things in my own way. W A S

M. I complete a job even though I may have to work overtime to do so. W A S

N. My job need not be considered important to my friends in order to be important to me. W A S

Date_____ Student_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (E)

Pre-and Post-Assessment Key

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Minimum Program Criterion: Based upon comparisons of the pre-assessment and post-assessment responses to Terminal Objective 2.0 (E), at least seventy (70) percent of all students who complete a program of Exploratory Work Experience Education will demonstrate evidence of satisfactory progress toward Major Goal 2.0 by scoring higher on the post-assessment than on the pre-assessment.

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

	Not Important	Somewhat Important	Important	Very Important	Essential
Rating	1	2	3	4	5

Key: Each response on the scale has been given the numerical rating shown above. Mark the number corresponding to the student's response in the margin to the right of the scale.

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle eight (NI), (I) or (E).

Sources of Personal Fulfillment	Rating: Not Important	Important	Essential
1. My work does not require regular hours. I work when it is convenient to me.	NI 3	I 2	E 1
2. I am willing to work long hours in order to make lots of money.	NI 1	I 3	E 2
3. I enjoy holding a job and I look forward to going to work.	NI 1	I 2	E 3

Sources of Personal Fulfillment	Rating: Not Important	Important	Essential
4. I usually end the work day feeling very satisfied with what I have accomplished.	NI 1	I 2	E 3
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI 3	I 2	E 1

Key: *Each response of the 2.1B rating scale has been given the numerical rating listed below it on the key. To score the student's form, write the numerical rating of his response under each of his five responses, find the total of his five responses and place that total in the margin to the right of the scale.*

C. Review the five (5) items in Section 2.1B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

	Rank Order (1 = most important) (5 = least important)
1. My work does not require regular hours. I work when it is convenient to me.	_____ = 0 pts.
2. I am willing to work long hours in order to make lots of money.	If Ranked 2 or 3 = 5 pts.
3. I enjoy holding a job and I look forward to going to work.	If Ranked 1 or 2 = 10 pts.
4. I usually end the work day feeling very satisfied with what I have accomplished.	If Ranked 1 or 2 = 10 pts.
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	_____ = 0 pts.

Key: *Items 3 and 4 demonstrate the highest source of personal fulfillment. Item 2 is third highest. Items 1 and 5 demonstrate the lowest source. If a student ranks Item 4 first or second, he receives 10 points. If he ranks Item 3 first or second, he receives an additional 10 points. If he ranks Item 2 either second or third, he receives 5 points. No points are assigned to Items 1 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.*

D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5), (5 designates your lowest ranking).

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sports events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

If Ranked
Rank 2 or 3 = 5 pts.

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Rank _____ = 0 pts.

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

If Ranked
Rank 5 or 4 =10 pts.

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

If Ranked
Rank 1 or 2 =10 pts.

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll go join a commune or some other group made up of people who feel the way I do.

Rank _____ = 0 pts.

Key: Life Styles 3 and 4 demonstrate the highest source of personal fulfillment. Style 1 is third highest. Styles 2 and 5 demonstrate the lowest source. If a student ranks Style 3 first or second, he receives 10 points. If he ranks Style 4 first or second, he receives an additional 10 points. If he ranks Style 1 either second or third, he receives 5 points. No points are assigned to Items 2 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.

Program Goal 2.3

Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

Item	Rating: Weakness	Average Ability	Strength
A. I can accept criticism on the job even when it does not seem to be deserved.	W	A	S
B. I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	S
C. I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	S
D. I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	S
E. I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	S
F. I am flexible and changes in routine or my work assignment don't shake me up.	W	A	S
G. After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	W	A	S
H. I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	S
I. I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	S

J. I consider both sides of an argument before coming to a conclusion. W A S

K. I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance. W A S

L. In order for a job to be satisfying to me, I must have opportunities to do some things in my own way. W A S

M. I complete a job even though I may have to work overtime to do so. W A S

N. My job need not be considered important to my friends in order to be important to me. W A S

Key: *Each item in section 2.3 should be given a numerical score as follows:*

Strength:	*3 points*
Average Ability:	*2 points*
Weakness:	*1 point*

On the student's paper, mark the score alongside his response, total his scores and place the total in the margin to the right of the scale.

Key Summary

Pre-Assessment

After each section of Terminal Objective 2.0 (E) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 112.

Analyze the student's strengths and weaknesses, discuss them with the student and set up a program of study and experiences (including the use of selected Learning Activity Packages) that will lead to the student's satisfactory progress toward Major Goal 2.0.

Post-Assessment

After each section of Terminal Objective 2.0 (E) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 112.

Key T.O. #2.0 (E)

Determine whether the student has made satisfactory progress toward Goal 2.0. The student demonstrates evidence of satisfactory progress by scoring higher on the post-assessment than on the pre-assessment.

If the student has made satisfactory progress, initial the space designated on the student record form.

If the student has not made satisfactory progress, additional study and experiences should be prescribed.

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (G)

Post-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program.)

GENERAL TERMINAL OBJ. 2 POST ASSESSMENT

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not Important	Somewhat Important	Important	Very Important	Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either (NI), (I) or (E).

Sources of Personal Fulfillment	Rating: Not Important	Important	Essential
1. My work does not require regular hours. I work when it is convenient to me.	NI	I	E
2. I am willing to work long hours in order to make lots of money.	NI	I	E
3. I enjoy holding a job and I look forward to going to work.	NI	I	E

Sources of Personal Fulfillment	Rating: Not Important	Important	Essential
4. I usually end the work day feeling very satisfied with what I have accomplished.	NI	I	E
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI	I	E

C. Review the five (5) items in Section 2.1 B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

	Rank Order (1 = most important) (5 = least important)
1. My work does not require regular hours. I work when it is convenient to me.	_____
2. I am willing to work long hours in order to make lots of money.	_____
3. I enjoy holding a job and I look forward to going to work.	_____
4. I usually end the work day feeling very satisfied with what I have accomplished.	_____
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	_____

D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5). (5 designates your lowest ranking.)

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

Rank_____

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Rank_____

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

Rank_____

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank_____

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Rank_____

Program Goal 2.3

A. Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities.

Item	Rating: Weakness	Average Ability	Strength
1. I can accept criticism on the job even when it does not seem to be deserved.	W	A	S
2. I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	S
3. I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	S
4. I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	S
5. I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	S
6. I am flexible and changes in routine or my work assignment don't shake me up.	W	A	S
7. After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	W	A	S
8. I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	S
9. I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	S
10. I consider both sides of an argument before coming to a conclusion.	W	A	S
11. I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	S
12. In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	W	A	S

13. I complete a job even though I may have to work overtime to do so. W A S

14. My job need not be considered important to my friends in order to be important to me. W A S

B. Have your employer complete the attached Employee Rating Scale after you have been on the job at least one week but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.

GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (G)(V)
EMPLOYEE RATING SCALE* - (Program Goal 2.3)

Name of Employee _____ Sex _____ School _____ Job Title _____

Job Duties _____ Approximate number of months employeed _____

Name of Rater _____ Firm _____ Date of Rating _____

Directions to Sponsor:
This scale is constructed to allow you to make some important decisions about the personal traits and skills of employees. Below is a sample rating of a grocery clerk. You will note that there are adjectives which describe this clerk and five numbers between the adjectives. Here are what the numbers between the adjectives mean:

TALL 5	4	3	2	1 SHORT
Very Tall	Moderately Tall	Average	Moderately Short	Very Short

EXAMPLE: Grocery Clerk

TALL	(5)	4	3	2	1	SHORT
QUICK	5	4	3	(2)	1	SLOW
HAPPY	5	4	3	2	1	SAD

In the example, the grocery clerk is rated Very Tall; therefore, number 5 is circled right next to the adjective TALL. If he were Very Short, number 1 should be circled right next to the adjective SHORT. The numbers in between the two adjectives represent varying degrees of whatever trait we are measuring. On the next adjective pair, number 2 is circled to indicate he is more slow than quick.

The same approach applies to the next adjective ratings. Look at the words HAPPY and SAD and circle the appropriate number between them, thinking about a grocery clerk who waits on you. Remember the numbers between the adjectives represent varying degrees between the adjectives. Look at your own rating above: if he is VERY HAPPY, number 5 should be circled--right next to the word HAPPY. If he is VERY SAD, number 1 should be circled right next to the word SAD. MOST PEOPLE FALL SOMEWHERE IN BETWEEN.

ON THE NEXT PAGE YOU WILL FIND A NUMBER OF THESE ADJECTIVES AND OTHER TRAITS WHICH RELATE TO EMPLOYEES. KEEP IN MIND THE EMPLOYEE. BE SURE TO PLACE A CIRCLE AROUND THE NUMBER BEST DESCRIBING HIM, OR HER, ON EACH TRAIT. DO NOT THINK TOO LONG ABOUT THESE RATINGS. PUT DOWN YOUR FIRST IMPRESSION. BE SURE TO COMPLETE EVERY ITEM.

*Permission obtained by the Oakland Unified School District to reproduce this scale.

EMPLOYEE RATING SCALE - T.O. #2.0 (G)(V)

BE SURE TO COMPLETE EVERY ITEM
CIRCLE ONE NUMBER ONLY FOR EACH ITEM ON THE SCALE

CHARACTERISTICS:

(1)	Considerate	5	4	3	2	1	Inconsiderate
(2)	Efficient	5	4	3	2	1	Inefficient
(3)	Does good quality work	5	4	3	2	1	Does poor quality work
(4)	Sociable	5	4	3	2	1	Unsociable
(5)	Works well under pressure	5	4	3	2	1	Works poorly under pressure
(6)	Organized	5	4	3	2	1	Unorganized
(7)	Cooperative	5	4	3	2	1	Uncooperative
(8)	Reliable	5	4	3	2	1	Unreliable
(9)	Shows good judgment	5	4	3	2	1	Shows poor judgment
10)	Relaxed	5	4	3	2	1	Tense
11)	Thorough	5	4	3	2	1	Slip-shod
12)	Completes assignments	5	4	3	2	1	Doesn't complete assignments
(13)	Communicative	5	4	3	2	1	Quiet
(14)	Accurate	5	4	3	2	1	Inaccurate
(15)	Is regular in attendance	5	4	3	2	1	Is absent frequently
(16)	Accommodating	5	4	3	2	1	Demanding
(17)	Responsible	5	4	3	2	1	Irresponsible
(18)	Catches on quickly	5	4	3	2	1	Doesn't catch on quickly
(19)	Obliging	5	4	3	2	1	Obstructive
(20)	Neat	5	4	3	2	1	Sloppy
(21)	Communicates well in writing	5	4	3	2	1	Communicates poorly in writing
(22)	Outgoing	5	4	3	2	1	Withdrawn
(23)	Dependable	5	4	3	2	1	Undependable
(24)	Is punctual	5	4	3	2	1	Is late often

OVERALL EFFECTIVENESS OF EMPLOYEE

(25) Excellent 5 4 3 2 1 Poor

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (G)

Pre- and Post-Assessment Key

Major Goal 2.0 Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: *As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).*

Minimum Program Criterion: *Based upon the comparisons of the pre-assessment and post-assessment responses to Terminal Objective 2.0 (G) at least eighty (80) percent of all students who complete a program of General Work Experience Education will demonstrate evidence of satisfactory progress toward Goal 2.0 by scoring higher on the post-assessment than on the pre-assessment.*

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

	Not Important	Somewhat Important	Important	Very Important	Essential
Rating	1	2	3	4	5

Key: *Each response on the scale has been given the numerical rating shown above. Mark the number corresponding to the student's response in the margin to the right of the scale.*

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either (NI), (I), or (E).

Sources of Personal Fulfillment	Rating: Not Important	Important	Essential
1. My work does not require regular hours. I work when it is convenient to me.	NI 3	I 2	E 1
2. I am willing to work long hours in order to make lots of money.	NI 1	I 3	E 2
3. I enjoy holding a job and I look forward to going to work.	NI 1	I 2	E 3

Key T.O. #2.0 (G)

Sources of Personal Fulfillment	Rating: Not Important	Important	Essential
4. I usually end the work day feeling very satisfied with what I have accomplished.	NI 1	I 2	E 3
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI 3	I 2	E 1

Key: *Each response on the 2.1B rating scale has been given the numerical rating listed below it on the key. To score the student's form, write the numerical rating of his response under each of his five responses, find the total of his five responses and place that total in the margin to the right of the scale.*

C. Review the five (5) items in Section 2.1 B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

	Rank Order (1 = most important, 5 = least important)
1. My work does not require regular hours. I work when it is convenient to me.	_____ = 0 pts.
2. I am willing to work long hours in order to make lots of money.	If Ranked 2 or 3 = 5 pts.
3. I enjoy holding a job and I look forward to going to work.	If Ranked 1 or 2 = 10 pts.
4. I usually end the work day feeling very satisfied with what I have accomplished.	If Ranked 1 or 2 = 10 pts.
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	_____ = 0 pts.

Key: *Items 3 and 4 demonstrate the highest source of personal fulfillment. Item 2 is third highest. Items 1 and 5 demonstrate the lowest source. If a student ranks Item 4 first or second, he receives 10 points. If he ranks Item 3 first or second, he receives an additional 10 points. If he ranks Item 2 either second or third, he receives 5 points. No points are assigned to Items 1 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.*

Key T.O. #2.0 (G)

D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5). (5 designates your lowest ranking).

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

Rank 2 or 3 = 5 pts.

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Rank _____ = 0 pts.

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

Rank 1 or 2 = 10 pts.

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank 1 or 2 = 10 pts.

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Rank _____ = 0 pts.

Key: Life Styles 3 and 4 demonstrate the highest source of personal fulfillment. Style 1 is third highest. Styles 2 and 5 demonstrate the lowest source. If a student ranks Style 3 first or second, he receives 10 points. If he ranks Style 4 first or second, he receives an additional 10 points. If he ranks Style 1 either second or third, he receives 5 points. No points are assigned to Items 2 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.

Program Goal 2.3

A. Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

Item	Rating: Weakness	Average Ability	Strength
1. I can accept criticism on the job even when it does not seem to be deserved.	W	A	S
2. I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	S
3. I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	S
4. I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	S
5. I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	S
6. I am flexible and changes in routine or my work assignment don't shake me up.	W	A	S
7. After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	W	A	S
8. I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	S
9. I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	S
10. I consider both sides of an argument before coming to a conclusion.	W	A	S

11.	I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	S
12.	In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	W	A	S
13.	I complete a job even though I may have to work overtime to do so.	W	A	S
14.	My job need not be considered important to my friends in order to be important to me.	W	A	S

Key: *Each item in Section 2.3 should be given a numerical score as follows:*

Strength:	*3 points*
Average Ability:	*2 points*
Weakness:	*1 point*

On the student's paper, mark the score alongside his response, total his scores and place the total in the margin to the right of the scale.

B. Have your employer complete the attached Employee Rating Scale after you have been on the job at least one week, but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.

Key: *The Employee Rating Scale should be scored in the following manner: Total the ratings given on each of the 25 items. Divide by the number of items (25) to determine the average score made by the student. Assign a point value to that score as follows: 5 average = 25 points, 4 = 20, 3 = 15, 2 = 10 and 1 = 5. Mark the score in the right-hand margin of Section 2.3 B of the assessment form and include it in the total of the assessment.*

Key Summary

Pre-Assessment

After each section of Terminal Objective 2.0 (G) has been scored, total all the scores. Mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 137.

Analyze the student's strengths and weaknesses, discuss them with the student and set up a program of study and experiences (including the use of selected Learning Activity Packages) that will lead to the student's satisfactory progress toward Major Goal 2.0.

Post-Assessment

After each section of Terminal Objective 2.0 (G) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 137.

Determine whether the student has made satisfactory progress toward Goal 2.0. The student demonstrates evidence of satisfactory progress by scoring higher on the post-assessment than on the pre-assessment.

If the student has made satisfactory progress, initial the space designated on the student record form.

If the student has not made satisfactory progress, additional study and experiences should be prescribed.

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (V)

Post-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not Important	Somewhat Important	Important	Very Important	Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either (NI), (I), or (E).

Sources of Personal Fulfillment	Not Important	Important	Essential
1. My work does not require regular hours. I work when it is convenient to me.	NI	I	E
2. I am willing to work long hours in order to make lots of money.	NI	I	E
3. I enjoy holding a job and I look forward to going to work.	NI	I	E

VOCATIONAL
TERMINAL OBJ. 2
POST ASSESSMENT

Sources of Personal Fulfillment	Not Important	Important	Essential
4. I usually end the work day feeling very satisfied with what I have accomplished.	NI	I	E
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI	I	E

C. Review the five (5) items in Section 2.1 and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

	Rank Order (1 = most important) (5 = least important)
1. My work does not require regular hours. I work when it is convenient to me.	_____
2. I am willing to work long hours in order to make lots of money.	_____
3. I enjoy holding a job and I look forward to going to work.	_____
4. I usually end the work day feeling very satisfied with what I have accomplished.	_____
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	_____

D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5), (5 designates your lowest ranking).

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

Rank_____

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Rank_____

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

Rank_____

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank_____

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Rank_____

Program Goal 2.3

A. Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

	ITEM	RATING		
		Weakness	Average Ability	Strength
1.	I can accept criticism on the job even when it does not seem to be deserved.	W	A	S
2.	I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	S
3.	I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	S
4.	I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	S
5.	I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	S
6.	I am flexible and changes in routine or my work assignment don't shake me up.	W	A	S
7.	After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	W	A	S
8.	I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	S
9.	I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	S
10.	I consider both sides of an argument before coming to a conclusion.	W	A	S
11.	I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	S
12.	In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	W	A	S

13. I complete a job even though I may have to work overtime to do so. W A S

14. My job need not be considered important to my friends in order to be important to me. W A S

B. Have your employer complete the attached Employee Rating Scale after you have been on the job at least one week but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.

GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (G)(V)

EMPLOYEE RATING SCALE* - (Program Goal 2.3)

Name of Employee _____ Sex _____ School _____ Job Title _____

Job Duties _____ Approximate number of months employed _____

Name of Rater _____ Firm _____ Date of Rating _____

Directions to Sponsor:

This scale is constructed to allow you to make some important decisions about the personal traits and skills of employees. Below is a sample rating of a grocery clerk. You will note that there are adjectives which describe this trait and there numbers between the adjectives. Here are what the numbers between the adjectives mean.

TALL 5	4	3	2	1 SHORT
Very Tall	Moderately Tall	Average	Moderately Short	Very Short

EXAMPLE: GROCERY CLERK

TALL	(5)	4	3	2	1	SHORT
QUICK	5	4	3	(2)	1	SLOW
HAPPY	5	4	3	2	1	SAD

In the example, the grocery clerk is rated Very Tall; therefore, number 5 is circled right next to the adjective TALL. If he were Very Short, number 1 should be circled right next to the adjective SHORT. The numbers in between the two adjectives represent varying degrees of whatever trait we are measuring. On the next adjective pair, number 2 is circled to indicate he is more slow than quick.

The same approach applies to the next adjective ratings. Look at the words HAPPY and SAD and circle the appropriate number between them, thinking of a grocery clerk who waits on you. Remember the numbers between the adjectives represent varying degrees between the adjectives. Look at your own rating above: if he is VERY HAPPY, number 5 should be circled--right next to the word HAPPY. If he is VERY SAD, number 1 should be circled right next to the word SAD. MOST PEOPLE FALL SOMEWHERE IN BETWEEN.

ON THE NEXT PAGE YOU WILL FIND A NUMBER OF THESE ADJECTIVES AND OTHER TRAITS WHICH RELATE TO EMPLOYEES. KEEP IN MIND THE EMPLOYEE. BE SURE TO PLACE A CIRCLE AROUND THE NUMBER BEST DESCRIBING HIM, OR HER, ON EACH TRAIT. DO NOT THINK TOO LONG ABOUT THESE RATINGS. PUT DOWN YOUR FIRST IMPRESSION. BE SURE TO COMPLETE EVERY ITEM.

*Permission obtained by the Oakland Unified School District to reproduce this scale.

EMPLOYEE RATING SCALE - T.O. #2.0 (G)(V)

BE SURE TO COMPLETE EVERY ITEM
CIRCLE ONE NUMBER ONLY FOR EACH ITEM ON THE SCALE

CHARACTERISTICS:

(1)	Considerate	5	4	3	2	1	Inconsiderate
(2)	Efficient	5	4	3	2	1	Inefficient
(3)	Does good quality work	5	4	3	2	1	Does poor quality work
(4)	Sociable	5	4	3	2	1	Unsociable
(5)	Works well under pressure	5	4	3	2	1	Works poorly under pressure
(6)	Organized	5	4	3	2	1	Unorganized
(7)	Cooperative	5	4	3	2	1	Uncooperative
(8)	Reliable	5	4	3	2	1	Unreliable
(9)	Shows good judgment	5	4	3	2	1	Shows poor judgment
10)	Relaxed	5	4	3	2	1	Tense
11)	Thorough	5	4	3	2	1	Slip-shod
12)	Completes assignments	5	4	3	2	1	Doesn't complete assignments
(13)	Communicative	5	4	3	2	1	Quiet
(14)	Accurate	5	4	3	2	1	Inaccurate
(15)	Is regular in attendance	5	4	3	2	1	Is absent frequently
(16)	Accommodating	5	4	3	2	1	Demanding
(17)	Responsible	5	4	3	2	1	Irresponsible
(18)	Catches on quickly	5	4	3	2	1	Doesn't catch on quickly
(19)	Obliging	5	4	3	2	1	Obstructive
(20)	Neat	5	4	3	2	1	Sloppy
(21)	Communicates well in writing	5	4	3	2	1	Communicates poorly in writing
(22)	Outgoing	5	4	3	2	1	Withdrawn
(23)	Dependable	5	4	3	2	1	Undependable
(24)	Is punctual	5	4	3	2	1	Is late often

OVERALL EFFECTIVENESS OF EMPLOYEE

(25) Excellent 5 4 3 2 1 Poor

(457)

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (V)

Pre- and Post-Assessment Key

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Minimum Program Criterion: Based upon the comparisons of the pre-assessment and post-assessment responses to Terminal Objective 2.0 (G), at least ninety (90) percent of all students who complete a program of Vocational Work Experience Education will demonstrate evidence of satisfactory progress toward Goal 2.0 by scoring higher on the post-assessment than on the pre-assessment.

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not Important	Somewhat Important	Important	Very Important	Essential
1	2	3	4	5

Key: Each response on the scale has been given the numerical rating shown above. Mark the number corresponding to the student's response in the margin to the right of the scale.

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either (NI), (I), or (E)

Sources of Personal Fulfillment	RATING Not Important	Important	Essential
1. My work does not require regular hours. I work when it is convenient to me.	NI 3	I 2	E 1
2. I am willing to work long hours in order to make lots of money.	NI 1	I 3	E 2
3. I enjoy holding a job and I look forward to going to work.	NI 1	I 2	E 3

Key T.O. #2.0 (V)

Sources of Personal Fulfillment	Rating: Not Important	Important	Essential
4. I usually end the work day feeling very satisfied with what I have accomplished.	NI 1	I 2	E 3
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI 3	I 2	E 1

Key: Each response on the 2.1B rating scale has been given the numerical rating listed below it on the key. To score the student's form, write the numerical rating of his response under each of his five responses, find the total of his five responses and place that total in the margin to the right of the scale.

C. Review the five (5) items in Section 2.1 B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

	Rank Order (1 = most important) (5 = least important)
1. My work does not require regular hours. I work when it is convenient to me.	_____ = 0 pts.
2. I am willing to work long hours in order to make lots of money.	If Ranked 2 or 3 = 5 pts.
3. I enjoy holding a job and I look forward to going to work.	If Ranked 1 or 2 = 10 pts.
4. I usually end the work day feeling very satisfied with what I have accomplished.	If Ranked 1 or 2 = 10 pts.
5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	_____ = 0 pts.

Key: Items 3 and 4 demonstrate the highest source of personal fulfillment. Item 2 is third highest. Items 1 and 5 demonstrate the lowest source. If a student ranks Item 4 first or second, he receives 10 points. If he ranks Item 3 first or second, he receives an additional 10 points. If he ranks Item 2 either second or third, he receives 5 points. No points are assigned to Items 1 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.

D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5). (5 designates your lowest ranking).

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

Rank 2 or 3 = 5 pts.

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Rank_____ = 0 pts.

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

Rank 2 or 1 = 10 pts.

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank 2 or 1 = 10 pts.

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Rank_____ = 0 pts.

Key: *Life Styles 3 and 4 demonstrate the highest source of personal fulfillment. Style 1 is third highest. Styles 2 and 5 demonstrate the lowest source. If a student ranks Style 3 first or second, he receives 10 points. If he ranks Style 4 first or second, he receives an additional 10 points. If he ranks Style 1 either second or third, he receives 5 points. No points are assigned to Items 2 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.*

Program Goal 2.3

A. Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which best describes your abilities.

Item	Rating: Weakness	Average Ability	Strength
1. I can accept criticism on the job even when it does not seem to be deserved.	W	A	S
2. I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	S
3. I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	S
4. I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	S
5. I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	S
6. I am flexible and changes in routine or my work assignment don't shake me up.	W	A	S
7. After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	W	A	S
8. I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	S
9. I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	S
10. I consider both sides of an argument before coming to a conclusion.	W	A	S
11. I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	S
12. In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	W	A	S
13. I complete a job even though I may have to work overtime to do so.	W	A	S
14. My job need not be considered important to my friends in order to be important to me.	W	A	S

Key: *Each item in section 2.3 should be given a numerical score as follows:*

Strength:	*3 points*
Average Ability:	*2 points*
Weakness:	*1 point*

On the student's paper, mark the score alongside his response, total his scores and place the total in the margin to the right of the scale.

B. Have your employer complete the attached Employee Rating Scale after you have been on the job at least one week, but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.

Key: *The Employee Rating Scale should be scored in the following manner: Total the ratings given on each of the 25 items. Divide by the number of items (25) to determine the average score made by the student. Assign a point value to that score as follows: 5 average = 25 points, 4 = 20, 3 = 15, 2 = 10 and 1 = 5. Mark the score in the right hand margin of section 2.3 B of the assessment form and include it in the total of the assessment.*

- - - -

Date_____ Student_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (E)

Post-Assessment

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or"Strong" by circling the appropriate letter.

		Rating		
	Personal Traits	Weak	Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	S
2.	Using numbers with speed and accuracy.	W	A	S
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4.	Drawing, painting, working with clay, etc.	W	A	S
5.	Moving my hands and fingers with speed and accuracy.	W	A	S
6.	Singing or playing a musical instrument.	W	A	S
7.	Supervising and assisting other people with their work.	W	A	S
8.	Moving heavy objects and other tasks requiring physical strength.	W	A	S
9.	Manipulating small objects in a certain way.	W	A	S
10.	Using hand tools of various kinds.	W	A	S

EXPLORATORY
TERMINAL OBJ. 3
POST ASSESSMENT

Post-Assessment T.O. #3.0 (E)

	Personal Traits	Rating		
		Weak	Average-	Strong
11.	Communicating with other people in writing.	W	A	S
12.	Communicating with other people by speaking.	W	A	S
13.	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	A	S
16.	Working closely with other people to get the job done.	W	A	S
17.	Seeing the relationship of parts of an object to the whole object.	W	A	S
18.	Performing a task or making a product from start to finish by myself.	W	A	S
19.	Performing tasks which require above average mental ability.	W	A	S
20.	Working with young children.	W	A	S
21.	Following directions and procedures without error.	W	A	S
22.	Using my imagination to create new ideas, things or procedures.	W	A	S
23.	Working with adults.	W	A	S
24.	Collecting, evaluating and interpreting information and data.	W	A	S
25.	Organizing and directing the activities of others.	W	A	S
26.	Working with people who are sick or who have other problems.	W	A	S
27.	Setting goals and reaching them.	W	A	S
28.	Doing what I have to do when it should be done.	W	A	S
29.	Getting places on time.	W	A	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	S

Program Goal 3.2

In the spaces provided below, list a minimum of ten (10) careers of interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

CAREER	Training Requirements						Salary Ranges			
	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

Program Goal 3.3

Listed below are twenty (20) careers, all of which are included in the following occupational clusters:

(1) business and office
(2) marketing and distributive
(3) public service
(4) construction
(5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle '(L)' for Limited Opportunity, '(S)' for Some Opportunity, and '(G)' for Great Opportunity.

(NOTE: Example A demonstrates that a bookkeeper is included in cluster #1, business and office occupations. The fact that '(G)' is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

	Career	Occupational Cluster	Employment Opportunities: Now			In Ten Years		
Example:	A. Bookkeeper	1	L	S	(G)	L	S	(G)
	1. Retail Salesworker		L	S	G	L	S	G
	2. Social Worker		L	S	G	L	S	G
	3. Physical Therapist		L	S	G	L	S	G
	4. Accountant		L	S	G	L	S	G
	5. Telephone Operator		L	S	G	L	S	G
	6. Sheet Metal Worker		L	S	G	L	S	G
	7. Teacher		L	S	G	L	S	G
	8. Hospital Administrator		L	S	G	L	S	G
	9. Secretary		L	S	G	L	S	G
	10. Postal Clerk		L	S	G	L	S	G
	11. Insurance Agent		L	S	G	L	S	G
	12. Painter		L	S	G	L	S	G
	13. Dentist		L	S	G	L	S	G
	14. Local Truck Driver		L	S	G	L	S	G
	15. Public Relations Worker		L	S	G	L	S	G
	16. Plumber		L	S	G	L	S	G

Career	Occupational Cluster	Employment Opportunities Now			In Ten Years		
		L	S	G	L	S	G
17. Firefighter							
18. Registered Nurse							
19. Marketing Research Worker							
20. Carpenter							

Program Goal 3.4

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

CAREER	Training Requirements: High School Graduation	Apprenticeship Training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		Salary Ranges: $5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										

Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then go back and review the thirty (30) personal traits given under item 3.1 on page one. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided.

Post-Assessment T.O. #3.0 (E)

Career (1st choice)_____Occ. Cluster_____

Personal Characteristics:

1.

2.

3.

4.

5.

Career (2nd choice)_____Occ. Cluster_____

Personal Characteristics:

1.

2.

3.

4.

5.

Date_____ Student_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (E)

Pre-and Post-Assessment Key

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Minimum Program Criterion: Based upon the comparisons of the pre-assessment and post-assessment responses to Terminal Objective 3.0 (E), at least eighty (80) percent of all students who complete a program of Exploratory Work Experience Education will demonstrate evidence of satisfactory progress toward Goal 3.0 by scoring higher on the post-assessment than on the pre-assessment.

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

Personal Traits	Rating		
	Weak	Average	Strong
1. Working with printed materials, such as reading, writing reports, etc.	W	A	S
2. Using numbers with speed and accuracy.	W	A	S
3. Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4. Drawing, painting, working with clay, etc.	W	A	S
5. Moving my hands and fingers with speed and accuracy.	W	A	S
6. Singing or playing a musical instrument.	W	A	S
7. Supervising and assisting other people with their work.	W	A	S
8. Moving heavy objects and other tasks requiring physical strength.	W	A	S
9. Manipulating small objects in a certain way.	W	A	S

Key T.O. #3.0 (E)

	Personal Traits	Rating Weak	Average	Strong
10.	Using hand tools of various kinds.	W	A	S
11.	Communicating with other people in writing.	W	A	S
12.	Communicating with other people by speaking.	W	A	S
13.	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	A	S
16.	Working closely with other people to get the job done.	W	A	S
17.	Seeing the relationship of parts of an object to the whole object.	W	A	S
18.	Performing a task or making a product from start to finish by myself.	W	A	S
19.	Performing tasks which require above average mental ability.	W	A	S
20.	Working with young children.	W	A	S
21.	Following directions and procedures without error.	W	A	S
22.	Using my imagination to create new ideas, things or procedures.	W	A	S
23.	Working with adults.	W	A	S
24.	Collecting, evaluating and interpreting information and data.	W	A	S
25.	Organizing and directing the activities of others.	W	A	S
26.	Working with people who are sick or who have other problems.	W	A	S
27.	Setting goals and reaching them.	W	A	S
28.	Doing what I have to do when it should be done.	W	A	S
29.	Getting places on time.	W	A	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	S

Key T.O. #3.0 (E)

Key: This section is designed to give the student understanding of his own strengths and weaknesses. As such, this will not be included in the scoring of the assessment.

The Coordinator and student should discuss the student's strengths and weaknesses as seen by the student and use this information in planning the student's career choice.

Key T.O. #3.0 (E)

Program Goal 3.2

In the spaces provided below, list a minimum of ten (10) careers of interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

	Training Requirements						Salary Ranges			
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

Key: In this section, score one point for each career that the student lists and for which he correctly identifies the training requirements and salary ranges. Total the points (15) and mark the total in the margin to the right of scale. The correctness of the answers is to be determined by the Work Experience Education Coordinator.

Program Goal 3.3

Listed below are twenty (20) careers, all of which are included in the follcwing occupational clusters:

(1) business and office
(2) marketing and distributive
(3) public service
(4) construction
(5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle "L" for Limited Opportunity, "S" for Some Opportunity, and "G" for Great Opportunity.

(NOTE: Example A demonstrates that a bookkeeper is included in cluster #1, business and office occupations. The fact that "G" is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

Career	Occupational Cluster	Employment Opportunities: Now	Employment Opportunities: In Ten Years
Example: A. Bookkeeper	1	L S (G)	L S (G)
1. Retail Salesworker	2	L (S) G	L (S) G
2. Social Worker	3	L S (G)	L S (G)
3. Physical Therapist	5	L S (G)	L S (G)
4. Accountant	1	L S (G)	L S (G)
5. Telephone Operator	1	L S (G)	L S (G)
6. Sheet Metal Worker	4	L (S) G	L S (G)
7. Teacher	3	L (S) G	L (S) G
8. Hospital Administrator	5	L (S) G	(L) S G
9. Secretary	1	L S (G)	L S (G)
10. Postal Clerk	3	L (S) G	L (S) G
11. Insurance Agent	2	L (S) G	L (S) G
12. Painter	4	L (S) G	L (S) G
13. Dentist	5	L S (G)	L S (G)
14. Local Truck Driver	2	L (S) G	L (S) G
15. Public Relations Worker	1	L (S) G	L S (G)
16. Plumber	4	L (S) G	L (S) G

Key T.O. #3.0 (E)

Career	Occupational Cluster	Employment Opportunities Now	In Ten Years
17. Firefighter	3	L (S) G	L (S) G
18. Registered Nurse	5	L S (G)	L S (G)
19. Marketing Research Worker	2	L (S) G	L S (G)
20. Carpenter	4	L (S) G	L (S) G

Key: Each career for which the student correctly identifies the occupational cluster and employment opportunities, one (1) point should be scored. Total the number of points scored and write the total in the margin to the right of the scale (Maximum 20). The correct occupational clusters are listed and the correct employment opportunities are circled on the chart above.

Program Goal 3.4

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

	Training Requirements						Salary Ranges			
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond a Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										

Key: Score five (5) points for each career which the student lists and gives the correct training requirements and salary ranges (Maximum 10 pts.).

Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then go back and review the thirty (30) personal traits given under Item 3.1 on Page One. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided.

Key T.O. #3.0 (E)

Career (1st choice)_____ Occ. Cluster_____

Personal Traits:
1.

2.

3.

4.

5.

(Maximum 10 pts.)

Career (2nd choice)_____ Occ. Cluster_____

Personal Traits:
1.

2.

3.

4.

5.

(Maximum 10 pts.)

Key: *Score two (2) points for each personal trait the student lists that is (1) important to that career and (2) a trait that is a valid strength of the student. Total the score and write the total in the right-hand margin.*

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Key Summary

Pre-Assessment

After each section of Terminal Objective 3.0 (E) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 of this instrument under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 65.

Analyze the student's strengths and weaknesses, discuss them with the student and set up a program of study and experiences (including the use of selected Learning Activity Packages) that will lead to the student's satisfactory progress toward Major Goal 3.0.

(continued)

Key Summary (continued)

Post-Assessment

After each section of Terminal Objective 3.0 (E) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 65.

Determine whether the student has made satisfactory progress toward Goal 3.0. The student demonstrates evidence of satisfactory progress by scoring higher on the post-assessment than on the pre-assessment.

If the student has made satisfactory progress, initial the space designated on the student record form.

If the student has not made satisfactory progress, additional study and experiences should be prescribed.

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (G)

Post-Assessment

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

		Rating		
	Personal Traits	Weak	Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	S
2.	Using numbers with speed and accuracy.	W	A	S
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4.	Drawing, painting, working with clay,etc.	W	A	S
5.	Moving my hands and fingers with speed and accuracy.	W	A	S
6.	Singing or playing a musical instrument.	W	A	S
7.	Supervising and assisting other people with their work.	W	A	S
8.	Moving heavy objects and other tasks requiring physical strength.	W	A	S
9.	Manipulating small objects in a certain way.	W	A	S
10.	Using hand tools of various kinds.	W	A	S
11.	Communicating with other people in writing.	W	A	S

GENERAL
TERMINAL OBJ. 3
POST ASSESSMENT

	Personal Traits	Rating: Weak	Average	Strong
12.	Communicating with other people by speaking.	W	A	S
13.	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	A	S
16.	Working closely with other people to get the job done.	W	A	S
17.	Seeing the relationship of parts of an object to the whole object.	W	A	S
18.	Performing a task or making a product from start to finish by myself.	W	A	S
19.	Performing tasks which require above average mental ability.	W	A	S
20.	Working with young children.	W	A	S
21.	Following directions and procedures without error.	W	A	S
22.	Using my imagination to create new ideas, things or procedures.	W	A	S
23.	Working with adults.	W	A	S
24.	Collecting, evaluating and interpreting information and data.	W	A	S
25.	Organizing and directing the activities of others.	W	A	S
26.	Working with people who are sick or who have other problems.	W	A	S
27.	Setting goals and reaching them.	W	A	S
28.	Doing what I have to do when it should be done.	W	A	S
29.	Getting places on time.	W	A	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	S

Post-Assessment T.O. #3.0 (G)

Program Goal 3.2

In the spaces provided below, list a minimum of ten (10) careers in interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

CAREER	Training Requirements						Salary Ranges			
	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

Program Goal 3.3

Listed below are twenty (20) careers, all of which are included in the following occupational clusters:

(1) business and office
(2) marketing and distributive
(3) public service
(4) construction
(5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle "(L)" for Limited Opportunity, "(S)" for Some Opportunity, and "(G)" for Great Opportunity.

(NOTE: Example A demonstrates that a bookkeepr is included in cluster #1, business and office occupations. The fact that "(G)" is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

			Occupational Cluster	Employment Opportunities: Now			In Ten Years		
Example:	A.	Bookkeeper	1	L	S	(G)	L	S	(G)
	1.	Retail Salesworker		L	S	G	L	S	G
	2.	Social Worker		L	S	G	L	S	G
	3.	Physical Therapist		L	S	G	L	S	G
	4.	Accountant		L	S	G	L	S	G
	5.	Telephone Operator		L	S	G	L	S	G
	6.	Sheet Metal Worker		L	S	G	L	S	G
	7.	Teacher		L	S	G	L	S	G
	8.	Hospital Administrator		L	S	G	L	S	G
	9.	Secretary		L	S	G	L	S	G
	10.	Postal Clerk		L	S	G	L	S	G
	11.	Insurance Agent		L	S	G	L	S	G
	12.	Painter		L	S	G	L	S	G
	13.	Dentist		L	S	G	L	S	G
	14.	Local Truck Driver		L	S	G	L	S	G

Post-Assessment T.O. #3.0 (G)

Career	Occupational Cluster	Employment Opportunities Now			In Ten Years		
		L	S	G	L	S	G
17. Firefighter		L	S	G	L	S	G
18. Registered Nurse		L	S	G	L	S	G
19. Marketing Research Worker		L	S	G	L	S	G
20. Carpenter		L	S	G	L	S	G

Program Goal 3.4

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

	Training Requirements						Salary Ranges			
CAREER	High School Graduation	Apprenticeship training	Post high school training, but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										

Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then go back and review the thirty (30) personal traits given under item 3.1 on page one. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided.

Post-Assessment T.O. #3.0 (G)

Career (1st choice)_____Occ. Cluster_____

Personal Characteristics:

1.

2.

3.

4.

5.

Career (2nd choice)_____Occ. Cluster_____

Personal Characteristics:

1.

2.

3.

4.

5.

- - - -

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (G)

Pre- and Post-Assessment Key

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Minimum Program Criterion: Based upon the comparisons of the pre-assessment and post-assessment responses to Terminal Objective 3.0 (G), at least eighty (80) percent of all students who complete a program of General Work Experience Education will demonstrate evidence of satisfactory progress toward Goal 3.0 by scoring higher on the post-assessment than on the pre-assessment.

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

Personal Traits	Rating		
	Weak	Average	Strong
1. Working with printed materials, such as reading, writing reports, etc.	W	A	S
2. Using numbers with speed and accuracy.	W	A	S
3. Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4. Drawing, painting, working with clay, etc.	W	A	S
5. Moving my hands and fingers with speed and accuracy.	W	A	S
6. Singing or playing a musical instrument.	W	A	S
7. Supervising and assisting other people with their work.	W	A	S
8. Moving heavy objects and other tasks requiring physical strength.	W	A	S
9. Manipulating small objects in a certain way.	W	A	S

Key T.O. #3.0 (G)

	Personal Traits	Rating Weak	Average	Strong
10.	Using hand tools of various kinds.	W	A	S
11.	Communicating with other people in writing.	W	A	S
12.	Communicating with other people by speaking.	W	A	S
13.	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	A	S
16.	Working closely with other people to get the job done.	W	A	S
17.	Seeing the relationship of parts of an object to the whole object.	W	A	S
18.	Performing a task or making a product from start to finish by myself.	W	A	S
19.	Performing tasks which require above average mental ability.	W	A	S
20.	Working with young children.	W	A	S
21.	Following directions and procedures without error.	W	A	S
22.	Using my imagination to create new ideas, things, or procedures.	W	A	S
23.	Working with adults.	W	A	S
24.	Collecting, evaluating and interpreting information and data.	W	A	S
25.	Organizing and directing the activities of others.	W	A	S
26.	Working with people who are sick or who have other problems.	W	A	S
27.	Setting goals and reaching them.	W	A	S
28.	Doing what I have to do when it should be done.	W	A	S
29.	Getting places on time.	W	A	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	S

Key T.O. #3.0 (G)

Key: This section is designed to give the student understanding of his own strengths and weaknesses. As such, this will not be included in the scoring of the assessment.

The Coordinator and student should discuss the student's strengths and weaknesses as seen by the student and use this information in planning the student's career choice.

Key T.O. #3.0 (G)

Program Goal 3.2

In the spaces provided below, list a minimum of ten (10) careers of interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

	Training Requirements						Salary Ranges			
CAREER	High School Graduation	Apprenticeship training	Post high school training but below Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

Key: In this section, score one point for each career that the student lists and for which he correctly identifies the training requirements and salary ranges. Total the points and mark his total in the margin to the right of the scale. The correctness of the answers is to be determined by the Work Experience Education Coordinator.

Program Goal 3.3

Listed below are twenty (20) careers, all of which are included in the following occupational clusters:

(1) business and office
(2) marketing and distributive
(3) public service
(4) construction
(5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle "(L)" for Limited Opportunity, "(S)" for Some Opportunity, and "(G)" for Great Opportunity.

(NOTE: Example A demonstrates that a bookkeeper is included in cluster #1, business and office occupations. The fact that "(G)" is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

Career	Occupational Cluster	Employment Opportunities: Now	Employment Opportunities: In Ten Years
Example A. Bookkeeper	1	L S (G)	L S (G)
1. Retail Salesworker	2	L (S) G	L (S) G
2. Social Worker	3	L S (G)	L S (G)
3. Physical Therapist	5	L S (G)	L S (G)
4. Accountant	1	L S (G)	L S (G)
5. Telephone Operator	1	L S (G)	L S (G)
6. Sheet Metal Worker	4	L (S) G	L S (G)
7. Teacher	3	L (S) G	L (S) G
8. Hospital Administrator	5	L (S) G	(L) S G
9. Secretary	1	L S (G)	L S (G)
10. Postal Clerk	3	L (S) G	L (S) G
11. Insurance Agent	2	L (S) G	L (S) G
12. Painter	4	L (S) G	L (S) G
13. Dentist	5	L S (G)	L S (G)
14. Local Truck Driver	2	L (S) G	L (S) G
15. Public Relations Worker	1	L (S) G	L S (G)
16. Plumber	4	L (S) G	L (S) G

Key T.O. #3.0 (G)

Career	Occupational Cluster	Employment Opportunities: Now	Employment Opportunities: In Ten Years
17. Firefighter	3	L (S) G	L (S) G
18. Registered Nurse	5	L S (G)	L S (G)
19. Marketing Research Worker	2	L (S) G	L S (G)
20. Carpenter	4	L (S) G	L (S) G

Key: For each career which the student correctly identifies the occupational cluster and employment opportunities, one (1) point should be scored. Total the number of points scored and write the total in the margin to the right of the scale. The correct occupational clusters are listed and the correct employment opportunities are circled on the chart above.

Program Goal 3.4

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

	Training Requirements						Salary Ranges			
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College Training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										

Key: Score five (5) points for each career for which the student lists the correct training requirements and salary ranges.

Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then go back and review the thirty (30) personal traits given under item 3.1 on page one. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided.

Key T.O. #3.0 (G)

Career (1st choice)_____Occ. Cluster_____

Personal Traits:

1.

2.

3.

4.

5.

Career (2nd choice)_____Occ. Cluster_____

Personal Traits:

1.

2.

3.

4.

5.

Key: *Score two (2) points for each personal trait that the student lists that is (1) important to that career and (2) a trait that is a valid strength of the student. Total the score and write the total in the right-hand margin.*

Key Summary

Pre-Assessment

After each section of Terminal Objective 3.0 (G) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 65.

Analyze the student's strengths and weaknesses, discuss them with the student and set up a program of study and experiences (including the use of selected Learning Activity Packages) that will lead to the student's satisfactory progress toward Major Goal 3.0.

Key Summary (continued)

Post-Assessment

After each section of Terminal Objective 3.0 (G) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 65.

Determine whether the student has made satisfactory progress toward Goal 3.0. The student demonstrates evidence of satisfactory progress by scoring higher on the post-assessment than on the pre-assessment.

If the student has made satisfactory progress, initial the space designated on the student record form.

If the student has not made satisfactory progress, additional study and experiences should be prescribed.

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (V)

Post-Assessment

VOCATIONAL
TERMINAL OBJ. 3
POST ASSESSMENT

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

Personal Traits	Rating		
	Weak	Average	Strong
1. Working with printed materials, such as reading, writing reports, etc.	W	A	S
2. Using numbers with speed and accuracy.	W	A	S
3. Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4. Drawing, painting, working with clay, etc.	W	A	S
5. Moving my hands and fingers with speed and accuracy.	W	A	S
6. Singing or playing a musical instrument.	W	A	S
7. Supervising and assisting other people with their work.	W	A	S
8. Moving heavy objects and other tasks requiring physical strength.	W	A	S
9. Manipulating small objects in a certain way.	W	A	S
10. Using hand tools of various kinds.	W	A	S

Personal Traits	Rating		
	Weak	Average	Strong
11. Communicating with other people in writing.	W	A	S
12. Communicating with other people by speaking.	W	A	S
13. Working with machinery of various kinds.	W	A	S
14. Driving cars, trucks and other vehicles.	W	A	S
15. Communicating with and serving the public.	W	A	S
16. Working closely with other people to get the job done.	W	A	S
17. Seeing the relationship of parts of an object to the whole object.	W	A	S
18. Performing a task or making a product from start to finish by myself.	W	A	S
19. Performing tasks which require above average mental ability.	W	A	S
20. Working with young children.	W	A	S
21. Following directions and procedures without error.	W	A	S
22. Using my imagination to create new ideas, things or procedures.	W	A	S
23. Working with adults.	W	A	S
24. Collecting, evaluating and interpreting information and data.			
25. Organizing and directing the activities of others.	W	A	S
26. Working with people who are sick or who have other problems.	W	A	S
27. Setting goals and reaching them.	W	A	S
28. Doing what I have to do when it should be done.	W	A	S
29. Getting places on time.	W	A	S
30. Giving up some things or pleasurable activities in order to get more important ones done.	W	A	S

Program Goal 3.2

A. Write the title of the occupational cluster covering your present work assignment in the space below.

Occupational Cluster_____

B. Provide the title of your present work assignment and then list at least five additional careers within the same occupational cluster. Then put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

	Training Requirements						Salary Ranges			
CAREER	High School Graduation	Apprenticeship Training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

C. Provide the title of your present work assignment and then list at least two additional careers within the same occupational cluster and two other careers which may be of interest to you. Rate each career according to opportunities for employment now and in ten years. Circle (L) for "Limited Opportunity," (S) for "Some Opportunity," and (G) for "Great Opportunity."

CAREER	EMPLOYMENT OPPORTUNITIES	
	Now	In Ten Years
1. _____ (present assignment)	L S G	L S G
2. _____ (related career)	L S G	L S G
3. _____ (related career)	L S G	L S G
4. _____ (alternate career)	L S G	L S G
5. _____ (alternate career)	L S G	L S G

Program Goal 3.3

In the spaces provided below, identify (a) your present career assignment, (b) a more advanced career within the same assignment, and (c) a third career which may be of interest to you. Then, put a check in the appropriate box to indicate (1) the training required for each career, and (2) the salary range for each career.

CAREER	Training Requirements: High School Graduation	Apprenticeship Training	Post high school but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree	Salary Ranges: $5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1. (Present career assignment)									
2. (Advanced career)									
3. (Alternate career)									

Program Goal 3.4

A. In the spaces provided below, again list the three careers you listed in item 3.3. Go back and review the thirty (30) personal traits given under item 3.1. Select five (5) of your traits from the list which will help you to be successful in the three career choices and write them in the spaces provided.

1. Career _____
(present career assignment)

Personal Traits:

1.

2.

3.

4.

5.

2. Career _____
(a career related to your present assignment)

Personal Traits:

1.

2.

3.

4.

5.

3. Career _____
(an alternate career)

Personal Traits:

1.

2.

3.

4,

5.

B. Write the titles of your three career choices again. This time, indicate by circling the appropriate letter, (L) for "Limited Opportunity," (S) for "Some Opportunity," and (G) for "Great Opportunity," the possibilities for employment in each career at the present time and five years from now. Finally, indicate what you chances are for entering each of the three careers. Do you think they are "Poor," "Good," or "Certain"?

CAREER	Employment Opportunities PRESENT			FIVE YEARS AHEAD		
1. _____	L	S	G	L	S	G
2. _____	L	S	G	L	S	G
3. _____	L	S	G	L	S	G

1. _____ P G C

2. _____ P G C

3. _____ P G C

C. Based upon your experiences in vocational Work Experience Education this year and what you have learned about: (1) the career in which you have been employed; (2) your abilities, interests and personal characteristics; and (3) employment opportunities and requirements for careers; identify what appears to be the most satisfying and realistic career choice for you now and five years from now.

1. _____
(present career choice)

2. _____
(career choice five years from now)

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (V)

Pre- and Post-Assessment Key

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Minimum Program Criterion: Based upon the comparisons of the pre-assessment and post-assessment responses to Terminal Objective 3.0 (V), at least eighty (80) percent of all students who complete a program of Vocational Work Experience Education will demonstrate evidence of satisfactory progress toward Goal 3.0 by scoring higher on the post-assessment than on the pre-assessment.

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

Personal Traits	Rating		
	Weak	Average	Strong
1. Working with printed materials, such as reading, writing reports, etc.	W	A	S
2. Using numbers with speed and accuracy.	W	A	S
3. Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4. Drawing, painting, working with clay, etc.	W	A	S
5. Moving my hands and fingers with speed and accuracy.	W	A	S
6. Singing or playing a musical instrument.	W	A	S
7. Supervising and assisting other people with their work.	W	A	S
8. Moving heavy objects and other tasks requiring physical strength.	W	A	S
9. Manipulating small objects in a certain way.	W	A	S
10. Using hand tools of various kinds.	W	A	S

Key T.O. #3.0 (V)

	Personal Traits	Rating: Weak	Average	Strong
11.	Communicating with other people in writing.	W	A	S
12.	Communicating with other people by speaking.	W	A	S
13.	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	A	S
16.	Working closely with other people to get the job done.			
17.	Seeing the relationship of parts of an object to the whole object.	W	A	S
18.	Performing a task or making a product from start to finish by myself.	W	A	S
19.	Performing tasks which require above average mental ability.	W	A	S
20.	Working with young children.	W	A	S
21.	Following directions and procedures without error.	W	A	S
22.	Using my imagination to create new ideas, things or procedures.	W	A	S
23.	Working with adults.	W	A	S
24.	Collecting, evaluating and interpreting information and data.	W	A	S
25.	Organizing and directing the activities of others.	W	A	S
26.	Working with people who are sick or who have other problems.	W	A	S
27.	Setting goals and reaching them.	W	A	S
28.	Doing what I have to do when it should be done.	W	A	S
29.	Getting places on time.	W	A	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	S

Key: *This section is designed to give the student understanding of his own strengths and weaknesses. As such, this will not be included in the scoring of the assessment.*

The Coordinator and student should discuss the student's strengths and weaknesses as seen by the student and use this information in planning the student's career choice.

Key T.O. #3.0 (V)

Program Goal 3.2

A. Write the title of the occupational cluster covering your present work assignment in the space below.

Occupational Cluster _____

B. Provide the title of your present work assignment and then list at least five additional careers within the same occupational cluster. Then put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

CAREER	Training Requirements						Salary Ranges			
	High School Graduation	Apprenticeship training	Post High School training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		$5,000 to $10,000 per year	$10,000 to $15,000 per year	$15,000 to $20,000 per year	Over $20,000 per year
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

Key: *Score one point for each career that the student lists and for which he correctly identifies the training requirements and salary ranges. Total the points and mark the total in the margin to the right of the scale. The correctness of the answers is to be determined by the Work Experience Education Coordinator.*

C. Provide the title of your present work assignment and then list at least two additional careers within the same occupational cluster and two other carerrs which may be of interest to you. Rate each career according to opportunities for employment now and in ten years. Circle (L) for "Limited Opportunity," (S) for "Some Opportunity," and (G) for "Great Opportunity."

CAREER	EMPLOYMENT OPPORTUNITIES					
	Now			In Ten Years		
1. _____ (present assignment)	L	S	G	L	S	G
2. _____ (related career)	L	S	G	L	S	G
3. _____ (related career)	L	S	G	L	S	G
4. _____ (alternate career)	L	S	G	L	S	G
5. _____ (alternate career)	L	S	G	L	S	G

Key: Score two points for each career that the student lists in the correct category and correctly identifies the employment opportunities. Total the points and mark the total in the margin to the right of the scale.

Key T.O. #3.0 (V)

Program Goal 3.3

In the spaces provided below, identify (a) your present career assignment, (b) a more advanced career within the same assignment, and (c) a third career which may be of interest to you. Then, put a check in the appropriate box to indicate: (1) the training requirements for each career, and (2) the salary range for each career.

	Training Requirements					Salary Ranges			
CAREER	High School Graduation	Apprenticeship Training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree	$5,000 to $10,000 per year	$15,000 to $10,000 per year	$15,000 to $20,000 per year	$20,000 and Over per year
1. (Present career assignment)									
2. (Advanced career)									
3. (Alternate career)									

Key: *Score two points for each career that the student lists and correctly identifies the training requirements and salary ranges. Total the points and mark the total in the margin to the right of the scale. The correctness of the answers is to be determined by the Work Experience Education Coordinator.*

Program Goal 3.4

A. In the spaces provided below, again list the three careers you listed in item 3.3. Go back and review the thirty (30) personal traits given under item 3.1. Select five (5) of your traits from the list which will help you to be successful in the three career choices and write them in the spaces provided.

1. Career _____
(present career assignment)

Personal Traits:

1.

2.

3.

4.

5.

2. Career _____ _____
(a career related to your present assignment)

Personal Traits:

1.

2.

3.

4.

5.

3. Career _____
(an alternate career)

Personal Traits:

1.

2.

3.

4.

5.

Key: Score one point for each personal trait that the student lists that, in the opinion of the Coordinator, is (1) important to that career, and (2) a trait that is a valid strength of the student. Total the score and write it in the right hand margin.

B. Write the titles of your three career choices again. This time, indicate by circling the appropriate letter, (L) for "Limited Opportunity," (S) for "Some Opportunity," and (G) for "Great Opportunity," the possibilities for employment in each career at the present time and five years from now. Finally, indicate what your chances are for entering each of the three careers. Do you think they are "Poor," "Good," or "Certain"?

CAREER	Employment Opportunities PRESENT			FIVE YEARS AHEAD		
1. _____	L	S	G	L	S	G
2. _____	L	S	G	L	S	G
3. _____	L	S	G	L	S	G

Key T.O. #3.0 (V)

CAREER	POSSIBILITY OF ENTRY
1. _____	P G C
2. _____	P G C
3. _____	P G C

Key: Score two (2) points for each career for which the student correctly identifies the employment opportunities. Score five (5) points for each career if, in the judgment of the Coordinator, or the student has made a logical choice of careers in relation to his abilities and interests. Total the points in this section and write them in the margin to the right of the scale.

C. Based upon your experiences in Vocational Work Experience Education this year and what you have learned about (1) the career in which you have been employed; (2) your abilities, interests and personal characteristics; and (3) employment opportunities and requirements for careers; identify what appears to be the most satisfying and realistic career choice for you now and in five years.

1. _____
(present career choice)

2. _____
(career choice five years from now)

Key: Each career choice in this section is worth a maximum of five points. The Coordinator should judge the appropriateness of choices in relation to the student's abilities and interests and assign a point value of 1-5.

Key Summary

Pre-Assessment

After each section of Terminal Objective 3.0 (V) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record Form. The total possible score on this assessment is 57.

Analyze the student's strengths and weaknesses, discuss them with the student and set up a program of study and experiences (including the use of selected Learning Activity Packages) that will lead to the student's satisfactory progress toward Major Goal 3.0.

Key Summary (continued)

Post-Assessment

After each section of Terminal Objective 3.0 (V) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record Form. The total possible score on this assessment is 57.

Determine whether the student has made satisfactory progress toward Goal 3.0. The student demonstrates evidence of satisfactory progress by scoring higher on the post-assessment than on the pre-assessment.

If the student has made satisfactory progress, initial the space designated on the student record form.

If the student has not made satisfactory progress, additional study and experiences should be prescribed.

Date_____ Student_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (E)

Post-Assessment

Major Goal 4.0: Relate in a positive manner to Work Experience Education sponsors, to employers and their employees, and to the public served (Inter-personal Relations).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 4.0, the student will obtain an average rating of "4" on the "Sponsor's Rating Form" on those items which are applicable to his Exploratory Work Experience Education.

EXPLORATORY
TERMINAL OBJ. 4
POST ASSESSMENT

Program Goals 4.1, 4.2, 4.4 (4.3 follows this grouping)

A. On your last day of observation or participation in at least three Exploratory Work Experience Education stations where you have spent a minimum of ten (10) hours, request your sponsor to complete the "Sponsor's Rating Form" which is attached. If possible, discuss his conclusions with him.

B. If you received an average rating of less than "4" on any section of the form, list the items on which you were rated "3" or less in the spaces below. Then briefly describe what you can do to improve your appearance or performance. Give the completed "Sponsor's Rating Form' to your Work Experience Education Coordinator and ask him for his comments on any suggestions you have made for self-improvements.

1. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvement
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

2. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

3. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

T.O. #4.0 (E)

SPONSOR'S RATING FORM

(NAME OF SPONSOR)	(NAME OF STUDENT)
(LOCATION OF SPONSOR)	(SCHOOL)
(DATE)	(HOURS AT THIS LOCATION)

DIRECTIONS: Please rate the student by circling the items on this form which are applicable to his period of observation or participation while under your supervision.

SECTION A -- DRESS AND GROOMING

ITEM	RATING 1	2	3	4	5
1. Personal cleanliness	Not Acceptable	Poor Taste	Fair	Good	Excellent
2. Grooming and neatness	Not Acceptable	Poor Taste	Fair	Good	Excellent
3. Clothing	Not Acceptable	Poor Taste	Fair	Good	Excellent
4. Hair Style	Not Acceptable	Poor Taste	Fair	Good	Excellent
5. Accepts suggestions for improvements	Rejects Suggestions	Accepts Grudgingly	Sometimes	Usually	Accepts Cheerfully

SECTION B -- DEPENDABILITY

ITEM	RATING 1	2	3	4	5
6. Reports to location on time	Never	Seldom	Sometimes	Usually	Always
7. Notifies sponsor when late or absent	Never	Seldom	Sometimes	Usually	Always
8. Is a clock watcher	Never	Seldom	Sometimes	Usually	Always
9. Carries through on assignments	Never	Seldom	Sometimes	Usually	Always

SPONSOR'S RATING FORM (continued)

SECTION C -- BEHAVIOR AND ATTITUDES

	ITEM	RATING 1	2	3	4	5
10.	Behavior appropriate to the sponsor's requirements	Never	Seldom	Sometimes	Usually	Always
11.	Participates when given the opportunity	Never	Seldom	Sometimes	Usually	Always
12.	Asks sensible questions related to the sponsor's purposes	Never	Seldom	Sometimes	Usually	Always
13.	Demonstrates a positive attitude toward sponsor	Never	Seldom	Sometimes	Usually	Always
14.	Accepts and reacts positively to criticism	Never	Seldom	Sometimes	Usually	Always
15.	Is courteous and cheerful	Never	Seldom	Sometimes	Usually	Always
16.	Asks for help when necessary	Never	Seldom	Sometimes	Usually	Always
17.	Relates positively to employees	Never	Seldom	Sometimes	Usually	Always
18.	Seeks responsibility but doesn't assume it without permission	Never	Seldom	Sometimes	Usually	Always

SECTION D -- THE PUBLIC SERVED

	ITEM	RATING 1	2	3	4	5
19.	Recognizes the needs of the public served	Never	Seldom	Sometimes	Usually	Always
20.	Relates positively to the public served	Never	Seldom	Sometimes	Usually	Always
21.	Attitude toward the public promotes good will	Never	Seldom	Sometimes	Usually	Always
22.	Is helpful and courteous	Never	Seldom	Sometimes	Usually	Always

PLEASE RETURN THIS COMPLETED FORM TO THE STUDENT AND DISCUSS YOUR RATING WITH HIM. YOU MAY HAVE SUGGESTIONS FOR IMPROVEMENT OF HIS APPEARANCE, BEHAVIOR, OR PERFORMANCE.

SCORING - SPONSOR'S RATING FORM:

Total Score for Section A = _____ = an average score of _____
Number of Items Rated =

Total Score for Section B = _____ = an average score of _____
Number of Items Rated =

Total Score for Section C = _____ = an average score of _____
Number of Items Rated =

Total Score for Section D = _____ = an average score of _____
Number of Items Rated =

TOTAL $\frac{\text{_____}}{4}$ = _____ average rating

Program Goal 4.3

From your Exploratory Work Experience Education assignment identify three (3) consumer publics and name a type of service each requires which you might perform.

PUBLIC	SERVICE REQUIRED

Date_____ Student_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (E)

Post-Assessment Key

Major Goal 4.0: Relate in a positive manner to Work Experience Education sponsors, to employers and their employees, and to the public served (Inter-personal Relations)

Minimum Student Criterion: The students will obtain an average rating of "4" on each of the rating forms (sponsors, fellow employees, and public served) which are applicable to his Exploratory Work Experience Education.

Minimum Program Criterion: At least ninety (90) percent of the students who complete the Exploratory Work Experience Program will receive an average rating of "4" on each of the three rating forms (sponsors, fellow employees, and the public served) which are applicable to their work assignments as evidence of satisfactory progress toward Major Goal 4.0.

Program Goals 4.1, 4.2, 4.4 (4.3 follows this grouping)

A. On your last day of observation or participation in at least three Exploratory Work Experience Education stations where you have spent a minimum of ten (10) hours, request your sponsor to complete the "Sponsor's Rating Form" which is attached. If possible discuss his conclusions with him.

B. If you received an average rating of less than "4" on any section of the form, list the items on which you were rated "3" or less in the spaces below. Then briefly describe what you can do to improve your appearance or performance. Give the completed "Sponsor's Rating Form" to your Work Experience Education Coordinator and ask him for his comments on any suggestions you have made for self-improvements.

1. _____ _____ _____
(Name of sponsor) (Location of sponsor) (Date)

Items Rated "3" or below			Suggestions for Improvement
Section	No.	Rating	
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____

2. _____ _____ _____
(Name of Sponsor) (Location of sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	____	_____	_____
			_____
_____	____	_____	_____
			_____

3. _____ _____ _____
(Name of Sponsor) (Location of sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	____	_____	_____
			_____
_____	____	_____	_____
			_____

Key Summary

Using the scoring scale on the Sponsor's Rating Form, determine the student's average score. To successfully meet the minimum criterion of this goal, the student should receive an average rating of "4".

In Section B, the student was asked to list any items that were rated "3" or below and to make some suggestion for improvement. This section should be done to the satisfaction of the coordinator. The insight shown by the student and the feasibility of his suggestions should be factors in the coordinator's appraisal of the student's suggestions.

If the student completes the Terminal Objective satisfactorily, the Work Experience Education Coordinator should write "Satisfactory Completion" in the upper right-hand corner of Page 1 of this instrument under the student's name and also initial the space provided on the student's Work Experience Record Form.

Key T.O. #4.0 (E)

SPONSOR'S RATING FORM

(NAME OF SPONSOR)	(NAME OF STUDENT)
(LOCATION OF SPONSOR)	(SCHOOL)
(DATE)	(HOURS AT THIS LOCATION)

DIRECTIONS: Please rate the student by circling the items on this form which are applicable to his period of observation or participation while under your supervision.

SECTION A -- DRESS AND GROOMING

	ITEM	RATING 1	2	3	4	5
1.	Personal Cleanliness	Not Acceptable	Poor Taste	Fair	Good	Excellent
2.	Grooming and Neatness	Not Acceptable	Poor Taste	Fair	Good	Excellent
3.	Clothing	Not Acceptable	Poor Taste	Fair	Good	Excellent
4.	Hair Style	Not Acceptable	Poor Taste	Fair	Good	Excellent
5.	Accepts Suggestions for Improvements	Rejects Suggestions	Accepts Grudgingly	Sometimes	Usually	Accepts Cheerfully

SECTION B -- DEPENDABILITY

	ITEM	RATING 1	2	3	4	5
6.	Reports to Location on Time	Never	Seldom	Sometimes	Usually	Always
7.	Notifies Sponsor when Late or Absent	Never	Seldom	Sometimes	Usually	Always
8.	Is a Clock Watcher	Never	Seldom	Sometimes	Usually	Always
9.	Carries Through on Assignments	Never	Seldom	Sometimes	Usually	Always

Key T.O. #4.0 (E)

SPONSOR'S RATING FORM (continued)

SECTION C -- BEHAVIOR AND ATTITUDES

	ITEM	RATING 1	2	3	4	5
10.	Behavior appropriate to the sponsor's requirements	Never	Seldom	Sometimes	Usually	Always
11.	Participates when given the opportunity	Never	Seldom	Sometimes	Usually	Always
12.	Asks sensible questions related to the sponsor's purposes	Never	Seldom	Sometimes	Usually	Always
13.	Demonstrates a positive attitude toward sponsor	Never	Seldom	Sometimes	Usually	Always
14.	Accepts and reacts positively to criticism	Never	Seldom	Sometimes	Usually	Always
15.	Is courteous and cheerful	Never	Seldom	Sometimes	Usually	Always
16.	Asks for help when necessary	Never	Seldom	Sometimes	Usually	Always
17.	Relates positively to employees	Never	Seldom	Sometimes	Usually	Always
18.	Seeks responsibility but doesn't assume it without permission	Never	Seldom	Sometimes	Usually	Always

SECTION D -- THE PUBLIC SERVED

	ITEM	RATING 1	2	3	4	5
19.	Recognizes the needs of the public served	Never	Seldom	Sometimes	Usually	Always
20.	Relates positively to the public served	Never	Seldom	Sometimes	Usually	Always
21.	Attitude toward the public promotes good will	Never	Seldom	Sometimes	Usually	Always
22.	Is helpful and courteous	Never	Seldom	Sometimes	Usually	Always

PLEASE RETURN THIS COMPLETED FORM TO THE STUDENT AND DISCUSS YOUR RATING WITH HIM. YOU MAY HAVE SUGGESTIONS FOR IMPROVEMENTS OF HIS APPEARANCE, BEHAVIOR, OR PERFORMANCE.

Key T.O. #4.0 (E)

SCORING - SPONSOR's RATING FORM:

Total Score for Section A = _____ = an average score of _____
Number of Items Rated =

Total Score for Section B = _____ = an average score of _____
Number of Items Rated =

Total Score for Section C = _____ = an average score of _____
Number of Items Rated =

Total Score for Section D = _____ = an average score of _____
Number of Items Rated =

TOTAL _____ = _____ average rating
4

Key Summary

A. *To determine the student's average rating the following procedure should be followed.*

1. *Mark each response on the rating scale with the value that is shown at the top of its column.*
2. *Total the numbers on the responses to obtain the score for the section.*
3. *Mark the total score for each section on the scoring form below.*
4. *Divide each section total by the number of items rated to obtain the average for the section.*
5. *Total the averages of the sections.*
6. *Divide the total of the averages by four (4) to obtain the student's average rating.*

B. *The student's average rating should be marked on Page 1 under the student's name. If the student has an average of 4 or higher, mark "Satisfactory Completion" under the score and initial the prescribed space on the student's Work Experience Record Form.*

Key T.O. #4.0 (E)

Program Goal 4.3

From your Exploratory Work Experience Education assignment, identify three (3) consumer publics and name a type of service each requires which you might perform.

PUBLIC	SERVICE REQUIRED
_____	_____
_____	_____
_____	_____

Key: No score is to be assigned for answers to this section.

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (G)

Post-Assessment

Major Goal 4.0: Relate in a positive manner to Work Experience Education sponsors, to employers and their employees and to the public served (Inter-personal Relations).

Minimum Student Criterion: *The students will obtain an average rating of "4" on each of the rating forms (sponsors, fellow employees, and public served) which are applicable to his General Work Experience Education assignment as evidence of satisfactory progress toward Major Goal 4.0.*

GENERAL
TERMINAL OBJ. 4
POST ASSESSMENT

Program Goals 4.1, 4.2, 4.4 (4.3 follows this grouping)

A. Two weeks prior to the close of your employment under General Work Experience Education, request your sponsor to arrange for completion of the forms which are attached.

1. The "SPONSOR'S RATING FORM" which is to be completed by your sponsor.

2. The "FELLOW EMPLOYEES RATING FORM" which is to be completed by another employee selected by your sponsor or employer.

3. The form entitled "THE PUBLIC SERVED" is to be completed by your sponsor or employer only if your work assignment has included direct contact with the public served by your employer.

B. If you received an average rating of less than "4" on any one of the three forms, list the items on which you were rated "3" or less in the spaces below. Then briefly describe what you can do to improve your appearance, attitudes, or performance. Give the completed rating forms to your Work Experience Education Coordinator and ask him for his comments on any suggestions you have made for self-improvement.

1. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

2. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

3. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

Program Goal 4.3

Assume that you are working full time in your present Work Experience Education assignment. Identify the career represented by your Work Experience Education assignment and state what you consider to be the most important need of each of the publics listed.

Career Title _____

Employer's most important need _____

Fellow employees' most important need _____

Customer's (consumers) most important need _____

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (G)

KEY

Major Goal 4.0: Relate in a positive manner to Work Experience Education sponsors, to employers and their employees and to the public served (Inter-personal Relations).

Minimum Student Criterion: *The students will obtain an average rating of "4" on each of the rating forms (sponsors, fellow employees, and public served) which are applicable to his General Work Experience Education assignment as evidence of satisfactory progress toward Major Goal 4.0.*

Minimum Program Criterion: *At least ninety (90) percent of the students who complete the General Work Experience program will receive an average rating of "4" on each of the three rating forms (sponsors, fellow employees, and the public served) which are applicable to their work assignments as evidence of satisfactory progress toward Major Goal 4.0.*

Program Goals 4.1, 4.2, 4.4 (4.3 follows this grouping)

A. Two weeks prior to the close of your employment under General Work Experience Education, request your sponsor to arrange for completion of the forms which are attached.

1. The "SPONSOR'S RATING FORM" which is to be completed by your sponsor.

2. The "FELLOW EMPLOYEES RATING FORM" which is to be completed by another employee selected by your sponsor or employer.

3. The form titled "THE PUBLIC SERVED" is to be completed by your sponsor or employer only if your work assignment has included direct contact with the public served by your employer.

B. If you received an average rating of less than "4" on any one of the three forms, list the items on which you were rated "3" or less in the spaces below. Then briefly describe what you can do to improve your appearance, attitudes, or performance. Give the completed rating forms to your Work Experience Education Coordinator and ask him for his comments on any suggestions you have made for self-improvement.

1. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

2. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

3. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

KEY SUMMARY

The criterion for satisfactory completion of this Terminal Objective is that the student obtain an average of "4" on the rating scales used. To determine the student's average rating on each of the three rating forms (sponsor, fellow employees and public served), the following procedure should be followed:

1. *Count the number of responses in each column of a section.*
2. *Multiply the number of responses by the value of the column (listed at the bottom of the column). Place that total in the box at the bottom of the column.*
3. *Add the totals of columns A+B+C+D+E and place them in the subtotal box.*
4. *Divide the subtotal by 5 to obtain the average rating for the section.*
5. *Add the average ratings and place that grand total in the box at the end of the rating form.*
6. *Divide the grand total by 3 to obtain the student's average for the rating form.*

After obtaining the student's average score, mark that score in the upper right-hand corner of page one under the student's name and also on the Student's Work Experience Record Form.

Key Summary (continued)

If the student has obtained an average of "4" on the three rating forms, the Work Experience Education Coordinator should write "Satisfactory Completion" under the student's name on page one and should place his initials in the space designated on the Student's Work Experience Record Form.

In Section B, the student was asked to list any items that were rated "3" or below and to make suggestions for his improvement. This section should be completed to the satisfaction of the Coordinator. The insights shown by the student and the feasibility of his suggestions should be factors in the Coordinator's response to the student's suggestions.

Program Goal 4.3

Assume that you are working full time in your present Work Experience Education assignment. Identify the career represented by your Work Experience Education assignment and state what you consider to be the most important need of each of the publics listed.

Career Title_____

Employer's most important need_____

Fellow employees' most important need_____

Customer's (consumers) most important need_____

Key: No score is to be assigned for answers to this section.

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (V)

Post-Assessment

Major Goal 4.0: Relate in a positive manner to Work Experience Education sponsors, to employers and their employees, and to the public served (Inter-personal Relations).

Minimum Student Criterion: *The students will obtain an average rating of "4" on each of the rating forms (sponsors, fellow employees, and public served) which are applicable to his Vocational Work Experience Education assignment as evidence of satisfactory progress toward Major Goal 4.0.*

Program Goals 4.1, 4.2, 4.4 (4.3 follows this grouping)

A. Two **weeks** prior to the close of your employment under Vocational Work Experience Education, request your sponsor to arrange for completion of the forms which are attached.

1. The "SPONSOR'S RATING FORM" which is to be completed by your sponsor.

2. The "FELLOW EMPLOYEES RATING FORM" which is to be completed by another employee selected by your sponsor or employer.

3. The form entitled "THE PUBLIC SERVED" is to be completed by your sponsor or employer only if your work assignment has included direct contact with the public served by your employer.

B. If you received an average rating of less than "4" on any one of the three forms, list the items on which you were rated "3" or less in the spaces below. Then briefly describe what you can do to improve your appearance, attitudes or performance. Give the completed rating forms to your Work Experience Education Coordinator and ask him for his comments on any suggestions you have made for self-improvement.

1. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

TERMINAL OBJ. 4
POST ASSESSMENT

2. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

3. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

Program Goal 4.3

Assume that you are working full time in your selected career. Identify the career and what you consider to be the most important need of each of the publics listed.

Career Title _____

Employer's most important need _____
_____
_____

Fellow employees' most important need _____
_____
_____

Customer's (consumers) most important need _____
_____
_____

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (V)

KEY

Major Goal 4.0: Relate in a positive manner to Work Experience Education Sponsors, to employers and their employees and to the public served (Inter-personal Relations).

Minimum Student Criterion: The students will obtain an average rating of "4" on each of the rating forms (sponsors, fellow employees, and public served) which are applicable to his Vocational Work Experience Education assignment as evidence of satisfactory progress toward Major Goal 4.0.

Minimum Program Criterion: At least ninety (90) percent of the students who complete the Vocational Work Experience Program will receive an average rating of "4" on each of the three rating forms (sponsors, fellow employees, and the public served) which are applicable to their work assignments as evidence of satisfactory progress toward Major Goal 4.0.

Program Goals 4.1, 4.2, 4.4 (4.3 follows this grouping)

A. Two weeks prior to the close of your employment under Vocational Work Experience Education, request your sponsor to arrange for completion of the forms which are attached.

1. The "SPONSOR'S RATING FORM" which is to be completed by your sponsor.

2. The "FELLOW EMPLOYEES RATING FORM" which is to be completed by another employee selected by your sponsor or employer.

3. The form entitled "THE PUBLIC SERVED" is to be completed by your sponsor or employer only if your work assignment has included direct contact with the public served by your employer.

B. If you received an average rating of less than "4" on any one of the three forms, list the items on which you were rated "3" or below in the spaces following. Then briefly describe what you can do to improve your appearance, attitudes or performance. Give the completed rating forms to your Work Experience Education Coordinator and ask him for his comments on any suggestions you have made for self-improvement.

1. _____ _____ _____
(Name of Sponsor) (Location of Sponsor) (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____

_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

2. _____ (Name of Sponsor) _____ (Location of Sponsor) _____ (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

3. _____ (Name of Sponsor) _____ (Location of Sponsor) _____ (Date)

Items Rated "3" or Below			Suggestions for Improvements
Section	No.	Rating	
_____	_____	_____	_____
			_____
_____	_____	_____	_____
			_____

KEY SUMMARY

The criterion for satisfactory completion of this Terminal Objective is that the student obtain an average of "4" on the rating scales used. To determine the student's average rating on each of the three rating forms (sponsor, fellow employees and public served), the following procedure should be followed:

1. *Count the number of responses in each column of a section.*
2. *Multiply the number of responses by the value of the column (listed at the bottom of the column). Place that total in the box at the bottom of the column.*
3. *Add the totals of columns A+B+C+D+E and place them in the subtotal box.*
4. *Divide the subtotal by 5 to obtain the average rating for the section.*

KEY SUMMARY (continued)

5. Add the average ratings and place that grand total in the box at the end of the rating form.

6. Divide the grand total by 3 to obtain the student's average for the rating form.

After obtaining the student's average score, mark that score in the upper right-hand corner of page one of this instrument under the student's name and also on the student's Work Experience Record Form.

If the student has obtained an average of "4" on the three rating forms, the Work Experience Education Coordinator should write "Satisfactory Completion" under the student's name on page one and should place his initials in the space designated on the student's Work Experience Record Form.

In section B, the student was asked to list any items that were rated "3" or below and to make suggestions for his improvement. This section should be completed to the satisfaction of the Coordinator. The insights shown by the student and the feasibility of his suggestions should be factors in the Coordinator's response to the student's suggestions.

Program Goal 4.3

Assume that you are working full time in your selected career. Identify the career and what you consider to be the most important need of each of the publics listed.

Career Title _____

Employer's most important need _____

_____

_____

Fellow employees' most important need _____

_____

_____

Customer's (consumers) most important need _____

_____

_____

Key: No score is to be assigned for answers to this section.

Date_____ Student_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 5.0 (E)

Post-Assessment

Major Goal 5.0: Identify with, and participate in, adult roles and responsibilities in the world of work (Application).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 5.0, the student will obtain a minimum rating of eight (8) for each of the four (4) sections of this Terminal Objective.

Program Goal 5.1

A. You have graduated from high school and are seeking Full-Time Part-Time (Circle One) employment as a _____ (Position Title) with the _____ (Name or type of firm, agency, or employer)

Reorder the list of activities and employment information given below in the best possible sequence to find and obtain the job you have identified. You may not need to use all of the resources listed in the firm column.

Activities and Employment Information

Random Order		My Game Plan	
1.	Complete Necessary Interviews	Step 1	_____
2.	Read Want Ads	Step 2	_____
3.	Obtain Social Security Card	Step 3	_____
4.	Union Requirements and Dues	Step 4	_____
5.	Obtain Work Permit	Step 5	_____
6.	Collect Pay Check	Step 6	_____
7.	Obtain Driver's License	Step 7	_____
8.	Hours and Days of Employment	Step 8	_____
9.	Letters of Recommendation	Step 9	_____

EXPLORATORY
TERMINAL OBJ. 5
POST ASSESSMENT

Random Order		My Game Plan
10.	Human Resources Development Agency	Step 10 _____
11.	Job Duties and Responsibilities	Step 11 _____
12.	Personal Data Sheet	Step 12 _____
13.	Youth Opportunity Center	Step 13 _____
14.	Appointment for an Interview	Step 14 _____
15.	Educational Requirements	Step 15 _____
16.	Satisfaction of Employees in the Work Environment	Step 16 _____
17.	Private Employment Agency	Step 17 _____
18.	Salary and other employee benefits	Step 18 _____
19.	Report to Work	Step 19 _____
20.	Transportation needs	Step 20 _____
21.	Opportunities for advancement	Step 21 _____
22.	Complete Application form	Step 22 _____
23.	Dress and Grooming requirements	Step 23 _____

B. Obtain an application for employment from a firm, agency, or employer of interest to you. Complete the form and have it evaluated by your Work Experience Education Coordinator.

Post-Assessment T.O. 5.0 (E)

Program Goal 5.2

The majority of employed persons have at least two or more deductions taken from their wages or salaries on a regular basis. List three (3) or more standard deductions in the spaces provided.

STANDARD PAYROLL DEDUCTIONS

1. _____

2. _____

3. _____

4. _____

5. _____

Program Goal 5.3

A. Based upon your observations in exploratory work experience education, list five (5) responsibilities which are basic to the careers you observed. Comparing those with your daily personal obligations, indicate which career responsibilities are similar, and those which are more demanding and less demanding.

Career Responsibility	More Demanding	Less Demanding	Similar
1.			
2.			
3.			
4.			
5.			

B. On your last day of observation or participation in at least three (3) Exploratory Work Experience Education stations where you have spent a minimum of ten (10) hours, request your sponsor to complete the "SPONSOR'S RATING FORM" which is attached. If possible, discuss his conclusions with him.

Post-Assessment T.O. #5.0 (E)

Program Goal 5.4

List three adult responsibilities which appealed to you as a trainee in Exploratory Work Experience Education.

Training Station Title _____

I enjoyed the following adult responsibilities:

1. _____

2. _____

3. _____

Date_____ Student_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 5.0 (E)

Post-Assessment Key

Major Goal 5.0: Identify with, and participate in, adult roles and responsibilities in the world of work (Application).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 5.0, the student will obtain a minimum rating of eight (8) for each of the four (4) sections of this Terminal Objective.

Minimum Program Criterion: At least ninety-five (95) percent of the students who complete the Exploratory Work Experience Education program will meet the criterion for successful performance as evidence of satisfactory progress toward Major Goal 5.0.

Program Goal 5.1

A. You have graduated from high school and are seeking Full-Time Part-Time
(Circle One)

employment as a _____
(Position Title)

with the _____
(Name or type of firm, agency, or employer)

Reorder the list of activities and employment information given below in the best possible sequence to find and obtain the job you have identified. You may not need to use all of the resources listed in the firm column.

Activities and Employment Information

Random Order		My Game Plan	
1.	Complete Necessary interviews	Step 1	_____
2.	Read Want Ads	Step 2	_____
3.	Obtain Social Security Card	Step 3	_____
4.	Union Requirements and Dues	Step 4	_____
5.	Obtain Work Permit	Step 5	_____
6.	Collect Pay Check	Step 6	_____
7.	Obtain Driver's License	Step 7	_____
8.	Hours and Days of Employment	Step 8	_____
9.	Letter of Recommendation	Step 9	_____

Key T.O. #5.0 (E)

Random Order		My Game Plan
10.	Human Resources Development Agency	Step 10 _____
11.	Job duties and responsibilities	Step 11 _____
12.	Personal Data Sheet	Step 12 _____
13.	Youth Opportunity Center	Step 13 _____
14.	Appointment for an interview	Step 14 _____
15.	Educational requirements	Step 15 _____
16.	Satisfaction of Employees in the Work Environment	Step 16 _____
17.	Private Employment Agency	Step 17 _____
18.	Salary and other employee benefits	Step 18 _____
19.	Report to work	Step 19 _____
20.	Transportation needs	Step 20 _____
21.	Opportunities for advancement	Step 21 _____
22.	Complete Application form	Step 22 _____
23.	Dress and Grooming requirements	Step 23 _____

Key: A maximum of ten (10) points can be scored in this section. The student must select and reorder in logical sequence the activities and employment information which would assist him to find and obtain the type of employment he has identified. The Work Experience Education Coordinator should judge the validity of the logical sequence developed by the student and assign the number of points accordingly. The number of points scored should be marked in the margin to the right of the scale.

B. Obtain an application for employment from a firm, agency, or employer of interest to you. Complete the form and have it evaluated by your Work Experience Education Coordinator.

Key: A maximum of 10 points can be scored in this section. The Work Experience Education Coordinator should assign points 1-10 according to the following criteria: (1) all items on the form are completed with appropriate responses, (2) handwriting or typing is neat and legible, (3) there are no errors in spelling, and (4) all additional information requested on the application is adequate and attached to the application form. The number of points scored should be marked in the margin to the right of the scale.

Key T.O. 5.0 (E)

Program Goal 5.2

The majority of employed persons have at least two or more deductions taken from their wages or salaries on a regular basis. List three (3) or more standard deductions in the spaces provided.

STANDARD PAYROLL DEDUCTIONS

1. _____

2. _____

3. _____

4. _____

5. _____

Key: *A maximum of 10 points can be scored in this section. Two points should be assigned for each correct standard payroll deduction. The number of points scored should be marked in the margin to the right of the scale.*

Program Goal 5.3

A. Based upon your observations in Exploratory Work Experience Education, list five (5) responsibilities which are basic to the careers you observed. Comparing those with your daily personal obligations, indicate which career responsibilities are similar, and those which are more demanding and less demanding.

Career Responsibility	More Demanding	Less Demanding	Similar
1.			
2.			
3.			
4.			
5.			

Key: *No score is to be assigned for answers to this section.*

B. On your last day of observation or participation in at least three (3) Exploratory Work Experience Education stations where you have spent a minimum of ten (10) hours, request your sponsor to complete the "SPONSOR'S RATING FORM" which is attached. If possible, discuss his conslusions with him.

Key: A maximum of 10 points can be scored in this section. The Coordinator should evaluate the student's rating by his sponsor and assign points on a scale of 1-10. The number of points scored should be marked in the margin to the right of the scale.

Program Goal 5.4

List three (3) adult responsibilities which appealed to you as a trainee in Exploratory Work Experience Education.

Training Station Title _____

I enjoyed the following adult responsibilities:

1. _____

2. _____

3. _____

Key: No score is to be assigned for answers to this section.

KEY SUMMARY

To determine the student's average score for this Terminal Objective, total the points scored in the four sections and divide by four (4). Mark the student's average score in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record Form.

As evidence of satisfactory completion, the student should achieve an average of eight (8) for the four sections. If the student does reach the desired average, the Work Experience Education Coordinator should write "satisfactory completion" in the upper right-hand corner of page 1 of this instrument and initial the space designated on the student record form.

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 5.0 (G)

Post-Assessment

Major Goal 5.0: Identify with, and participate in, adult roles and responsibilities in the world of work (Application).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 5.0, the student will obtain a minimum rating of eight (8) for each of the four (4) sections of this Terminal Objective.

Program Goal 5.1

A. You have graduated from high school and are seeking Full-Time Part-Time
(Circle One)

employment as a _____
(Position Title)

with the _____
(Name or type of firm, agency, or employer)

Reorder the list of activities and employment information given below in the best possible sequence to find and obtain the job you have identified. You may not need to use all of the resources listed in the first column.

Activities and Employment Information

Random Order	My Game Plan
1. Complete Necessary Interviews	Step 1_____
2. Read Want Ads	Step 2_____
3. Obtain Social Security Card	Step 3_____
4. Union Requirements and Dues	Step 4_____
5. Obtain Work Permit	Step 5_____
6. Collect Pay Check	Step 6_____
7. Obtain Driver's License	Step 7_____
8. Hours and Days of Employment	Step 8_____
9. Letters of Recommendation	Step 9_____

GENERAL
TERMINAL OBJ. 5
POST ASSESSMENT

Random Order		My Game Plan
10.	Human Resources Development Agency	Step 10 _____
11.	Job Duties and Responsibilities	Step 11 _____
12.	Personal Data Sheet	Step 12 _____
13.	Youth Opportunity Center	Step 13 _____
14.	Appointment for an interview	Step 14 _____
15.	Educational Requirements	Step 15 _____
16.	Satisfaction of Employees in the Work Environment	Step 16 _____
17.	Private Employment Agency	Step 17 _____
18.	Salary and other employee benefits	Step 18 _____
19.	Report to work	Step 19 _____
20.	Transportation needs	Step 20 _____
21.	Opportunities for advancement	Step 21 _____
22.	Complete Application form	Step 22 _____
23.	Dress and Grooming Requirements	Step 23 _____

B. Using the plan you developed under Item A prepare a Personal Data Sheet, complete an application form if required, and arrange for an interview with the employer of your choice.

1. _____
(Name of employer)

2. _____
(Location of employer)

3. _____
(Date of interview)

4. Did you obtain the position for which you interviewed? Yes No
(Circle One)

5. If you answered "Yes" to Item 4, when do you begin work: _____
(Date)

6. From your viewpoint, explain why you did or did not obtain the position for which you interviewed. Use the space provided below.

_____

_____

_____

Program Goal 5.2

The majority of employed persons have at least two or more deductions taken from their wages or salaries on a regular basis. List three (3) or more standard deductions in the spaces provided.

STANDARD PAYROLL DEDUCTIONS

1. _____
2. _____
3. _____
4. _____
5. _____

Program Goal 5.3

List five (5) responsibilities which you have assumed in your present job. Comparing those with your daily personal obligations, indicate which career responsibilities are similar, and those which are more demanding and less demanding.

Post-Assessment T.O. #5.0 (G)

Career Responsibility	More Demanding	Less Demanding	Similar
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			

Program Goal 5.4

Two weeks prior to the close of your employment under Work Experience Education, request your sponsor to complete the attached "Sponsor's Evaluation Form" for T.O. #5.0 (G)(V).

Date_____ Student_____

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 5.0 (G)

Post-Assessment Key

Major Goal 5.0: Identify with, and participate in, adult roles and responsibilities in the world of work (Application).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 5.0, the student will obtain a minimum rating of eight (8) for each of the four (4) sections of this Terminal Objective.

Minimum Program Criterion: At least ninety-five (95) percent of the students who complete the General Work Experience Education program will meet the criterion for successful performance as evidence of satisfactory progress toward Major Goal 5.0.

Program Goal 5.1

A. You have graduated from high school and are seeking Full-Time Part-Time (Circle One)

employment as a _____ (Position Title)

with the _____ (name or type of firm, agency, or employer)

Reorder the list of activities and employment information given below in the best possible sequence to find and obtain the job you have identified. You may not need to use all of the resources listed in the first column.

Activities and Employment Information

Random Order	My Game Plan
1. Complete Necessary Interviews	Step 1_____
2. Read Want Ads	Step 2_____
3. Obtain Social Security Card	Step 3_____
4. Union Requirements and Dues	Step 4_____
5. Obtain Work Permit	Step 5_____
6. Collect Pay Check	Step 6_____
7. Obtain Driver's License	Step 7_____
8. Hours and Days of Employment	Step 8_____
9. Letters of Recommendation	Step 9_____

Random Order		My Game Plan
10.	Human Resources Development Agency	Step 10 _____
11.	Job Duties and Responsibilities	Step 11 _____
12.	Personal Data Sheet	Step 12 _____
13.	Youth Opportunity Center	Step 13 _____
14.	Appointment for an interview	Step 14 _____
15.	Educational Requirements	Step 15 _____
16.	Satisfaction of Employees in the Work Environment	Step 16 _____
17.	Private Employment Agency	Step 17 _____
18.	Salary and other employee benefits	Step 18 _____
19.	Report to work	Step 19 _____
20.	Transportation needs	Step 20 _____
21.	Opportunities for advancement	Step 21 _____
22.	Complete Application form	Step 22 _____
23.	Dress and Grooming Requirements	Step 23 _____

Key: A maximum of ten (10) points can be scored in this section. The student must select and reorder in logical sequence the activities and employment information which would assist him to find and obtain the type of employment he has identified. The Work Experience Education Coordinator should judge the validity of the logical sequence developed by the student and assign the number of points accordingly. The number of points scored should be marked in the margin to the right of the scale.

B. Using the plan you developed under Item A prepare a Personal Data Sheet, complete an application form if required, and arrange for an interview with the employer of your choice.

1. _____
(Name of employer)

2. _____
(Location of employer)

3. _____
(Date of interview)

4. Did you obtain the position for which you interviewed: Yes No
(Circle One)

Key T.O. 5.0 (G)

5. If you answered "Yes" to Item 4, when do you begin work: _____
(Date)

6. From your viewpoint, explain why you did or did not obtain the position for which you interviewed. Use the space provided below.

_____

_____

_____

Key: A maximum of 10 points may be scored in this section. The Work Experience Education Coordinator should assign points on a 1-10 scale on the basis of the student's planning and carrying out the interview and his analysis of why he did or did not receive the job. The number of points scored should be marked in the margin to the right of the scale.

Program Goal 5.2

The majority of employed persons have at least two or more deductions taken from their wages or salaries on a regular basis. List three (3) or more standard deductions in the spaces provided.

STANDARD PAYROLL DEDUCTIONS

1. _____

2. _____

3. _____

4. _____

5. _____

Key: A maximum of 10 points can be scored in this section. Two points should be assigned for each correct standard payroll deduction. The number of points scored should be marked in the margin to the right of the scale.

Program Goal 5.3

List five (5) responsibilities which you have assumed in your present job. Comparing those with your daily personal obligations, indicate which career responsibilities are similar, and those which are more demanding and less demanding.

Career Responsibility	More Demanding	Less Demanding	Similar
1.			
2.			
3.			
4.			
5.			

Key: No score is to be assigned for answers to this section.

Program Goal 5.4

Two weeks prior to the close of your employment under Work Experience Education, request your sponsor to complete the attached "Sponsor's Evaluation Form" for T.O. 5.0 (G)(V)

Key: A maximum of 10 points may be scored in this section. The Coordinator should assign points to each of the five (5) sections of the Sponsor's Rating Scale on the following basis:

2 points - above average rating
1 point - average rating
0 points - below average rating

The number of points scored should be marked in the margin to the right of the instructions.

KEY SUMMARY

To determine the student's average score for this Terminal Objective, total the points scored in the four sections and divide by four (4). Mark the student's average score in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record Form.

As evidence of satisfactory completion, the student should achieve an average of eight(8) for the four sections. If the student does reach the desired average, the Work Experience Education Coordinator should write "satisfactory completion" in the upper right-hand corner of page 1 and initial the space designated on the student's record form.

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 5.0 (V)

Post-Assessment

VOCATIONAL
TERMINAL OBJ. 5
POST ASSESSMENT

Major Goal 5.0: Identify with, and participate in, adult roles and responsibilities in the world of work (Application).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 5.0, the student will obtain a minimum rating of eight (8) for each of the four (4) sections of this Terminal Objective.

Program Goal 5.1

A. You have graduated from high school and are seeking Full-Time Part-Time (Circle One)

employment as a _____ (Position Title)

with the _____ (Name or type of firm, agency, or employer)

Reorder the list of activities and employment information given below in the best possible sequence to find and obtain the job you have identified. You may not need to use all of the resources listed in the first column.

Activities and Employment Information

Random Order	My Game Plan
1. Complete Necessary Interviews	Step 1_____
2. Read Want Ads	Step 2_____
3. Obtain Social Security Card	Step 3_____
4. Union Requirements and Dues	Step 4_____
5. Obtain Work Permit	Step 5_____
6. Collect Pay Check	Step 6_____
7. Obtain Driver's License	Step 7_____
8. Hours and Days of Employment	Step 8_____
9. Letters of Recommendation	Step 9_____

Random Order		My Game Plan
10.	Human Resources Development Agency	Step 10 _____
11.	Job Duties and Responsibilities	Step 11 _____
12.	Personal Data Sheet	Step 12 _____
13.	Youth Opportunity Center	Step 13 _____
14.	Appointment for an Interview	Step 14 _____
15.	Educational Requirements	Step 15 _____
16.	Satisfaction of Employees in the Work Environment	Step 16 _____
17.	Private Employment Agency	Step 17 _____
18.	Salary and other employee benefits	Step 18 _____
19.	Report to work	Step 19 _____
20.	Transportation needs	Step 20 _____
21.	Opportunities for advancement	Step 21 _____
22.	Complete Application Form	Step 22 _____
23.	Dress and Grooming Requirements	Step 23 _____

B. Using the plan you developed under Item A prepare a Personal Data Sheet, complete an application form if required, and arrange for an interview with the employer of your choice.

1. _____
(Name of Employer)

2. _____
(Location of Employer)

3. _____
(Date of Interview)

4. Did you obtain the position for which you interviewed? Yes No
(Circle One)

5. If you answered "Yes" to Item 4, when do you begin work: _____
(Date)

6. From your viewpoint, explain why you did nor did not obtain the position for which you interviewed. Use the space provided below.

_____

_____

_____

Program Goal 5.2

The majority of employed persons have at least two or more deductions taken from their wages or salaries on a regular basis. List three (3) or more standard deductions in the spaces provided.

STANDARD PAYROLL DEDUCTIONS

1. _____

2. _____

3. _____

4. _____

5. _____

Program Goal 5.3

List five (5) responsibilities which you have assumed in your present job. Comparing those with your daily personal obligations, indicate which career responsibilities are similar, and those which are more demanding and less demanding.

Post-Assessment T.O. #5.0 (V)

Career Responsibility	More Demanding	Less Demanding	Similar
1.			
2.			
3.			
4.			
5.			

Program Goal 5.4

Two weeks prior to the close of your employment under Work Experience Education, request your sponsor to complete the attached "Sponsor's Evaluation Form" for T.O. 5.0 (G)(V).

Date_____ Student_____

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 5.0 (V)

Post-Assessment Key

Major Goal 5.0: Identify with, and participate in, adult roles and responsibilities in the world of work (Application).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 5.0, the student will obtain a minimum rating of eight (8) for each of the four (4) sections of this Terminal Objective.

Minimum Program Criterion: At least ninety-five (95) percent of the students who complete the Vocational Work Experience Education program will meet the criterion for successful performance as evidence of satisfactory progress toward Major Goal 5.0.

Program Goal 5.1

A. You have graduated from high school and are seeking Full-Time Part-Time (Circle One)

employment as a _____ (Position Title)

with the _____ (Name or type of firm, agency, or employer)

Reorder the list of activities and employment information given below in the best possible sequence to find and obtain the job you have identified. You may not need to use all of the resources listed in the first column.

Activities and Employment Information

Random Order	My Game Plan
1. Complete Necessary Interviews	Step 1_____
2. Read Want Ads	Step 2_____
3. Obtain Social Security Card	Step 3_____
4. Union Requirements and Dues	Step 4_____
5. Obtain Work Permit	Step 5_____
6. Collect Pay Check	Step 6_____
7. Obtain Driver's License	Step 7_____
8. Hours and Days of Employment	Step 8_____
9. Letters of Recommendation	Step 9_____

Random Order		My Game Plan
10.	Human Resources Development Agency	Step 10 _____
11.	Job Duties and Responsibilities	Step 11 _____
12.	Personal Data Sheet	Step 12 _____
13.	Youth Opportunity Center	Step 13 _____
14.	Appointment for an Interview	Step 14 _____
15.	Educational Requirements	Step 15 _____
16.	Satisfaction of Employees in the Work Environment	Step 16 _____
17.	Private Employment Agency	Step 17 _____
18.	Salary and other employee benefits	Step 18 _____
19.	Report to work	Step 19 _____
20.	Transportation needs	Step 20 _____
21.	Opportunities for advancement	Step 21 _____
22.	Complete Application Form	Step 22 _____
23.	Dress and Grooming Requirements	Step 23 _____

Key: A maximum of ten (10) points can be scored in this section. The student must select and reorder in logical sequence the activities and employment information which would assist him to find and obtain type of employment he has identified. The Work Experience Education Coordinator should judge the validity of the logical sequence developed by the student and assign the number of points accordingly. The number of points scored should be marked in the margin to the right of the scale.

B. Using the plan you developed under Item A prepare a Personal Data Sheet, complete an application form if required, and arrange for an interview with the employer of your choice.

1. _____
(Name of Employer)

2. _____
(Location of Employer)

3. _____
(Date of Interview)

4. Did you obtain the position for which you interviewed? Yes No
(Circle One)

5. If you answered "Yes" to Item 4, when do you begin work: _____
(Date)

6. From your viewpoint, explain why you did or did not obtain the position for which you interviewed. Use the space provided below.

_____

_____

_____

Key: A maximum of 10 points may be scored in this section. The Work Experience Education Coordinator should assign points on a 1-10 scale on the basis of the student's planning and carrying out the interview and his analysis of why or why not he received the job. The number of points scored should be marked in the margin to the right of the scale.

Program Goal 5.2

The majority of employed persons have at least two or more deductions taken from their wages or salaries on a regular basis. List three (3) or more standard deductions in the spaces provided.

STANDARD PAYROLL DEDUCTIONS

1. _____
2. _____
3. _____
4. _____
5. _____

Key: A maximum of 10 points can be scored in this section. Two points should be assigned for each correct standard payroll deduction. The number of points scored should be marked in the margin to the right of the scale.

Program Goal 5.3

List five (5) responsibilities which you have assumed in your present job. Comparing those with your daily personal obligations, indicate which career responsibilities are similar, and those which are more demanding and less demanding.

Key T.O. 5.0 (V)

Career Responsibility

1. _____
2. _____
3. _____
4. _____
5. _____

More Demanding	Less Demanding	Similar

Key: No score is to be assigned for answers to this section.

Program Goal 5.4

Two weeks prior to the close of your employment under Work Experience Education, request your sponsor to complete the attached "Sponsor's Evaluation Form' for T.O. 5.0 (G)(V).

Key: A maximum of 10 points may be scored in this section. The Coordinator should assign points to each of the 5 sections of the Sponsor's Rating Scale on the following basis:

2 points - above average rating
1 point - average rating
0 points - below average rating

The number of points scored should be marked in the margin to the right of the instructions.

To determine the student's average score for this Terminal Objective, total the points scored in the four sections and divide by four (4). Mark the student's average score in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record Form.

As evidence of satisfactory completion, the student should achieve an average of eight (8) for the four sections. If the student does reach the desired average, the Work Experience Education Coordinator should write "satisfactory completion" in the upper right-hand corner of page 1 and initial the space designated on the student record form.

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 5.0 (E)

Sponsor's Rating Form

Student_____ School_____

EWEE Station_____ Date_____

Sponsor_____

FORMS

Instructions:

At the termination of the on-the-job visitation for this student, please complete the rating form below and return it to the Work Experience Education Coordinator of the high school listed. You may use any method of grading that you feel is appropriate.

Tasks Performed: _____

_____

_____

_____

No. of days in attendance_____ Punctuality_____

Interest and Attitude_____

_____

Would you recommend that the Trainee pursue a career in the field which he has been observing? Yes_____ No_____ No Opinion_____

Recommendations for future of Trainee (Additional training, experience, etc.):

_____

Sponsor's Signature

EXPLORATORY WORK 'ERIENCE EDUCATION
COORDINATOR's RECORD FORM

TERMINAL OBJECTIVES

STUDENT	T.O. 1.0	T.O. 2.0		T.O. 3.0		T.O. 4.0	T.O. 5.0
	Assessment	Assessment		Assessment		Assessment	Assessment
	Post	Pre	Post	Pre	Post	Post	Post

EXPLORATORY WORK EXPERIENCE EDUCATION
STUDENT RECORD FORM

STUDENT _____ GRADE _____ SEMESTER _____ YEAR _____
SCHOOL _____ COORDINATOR _____

Major goal	Learning activity package	Satisfactory completion	Assessments	Score	Satisfactory completion
1.0					
	1.1.1				
	1.1.2				
	1.1.3				
	1.2.1				
	1.2.2				
	1.3.1				
	1.3.2				
	1.3.3		1.0 Post		
2.0			2.0 Pre		
	2.1.1				
	2.1.2				
	2.1.3				
	2.1.4				
	2.2.1				
	2.2.2				
	2.3.3				
	2.3.4		2.0 Post		
3.0			3.0 Pre		
	3.1.1				
	3.1.2				
	3.1.3				
	3.1.4				
	3.1.5				
	3.1.6				
	3.1.7				
	3.2.1				
	3.2.2				
	3.3.1				
	3.4.1				
	3.4.2				
	3.4.3				
	3.5.1				
	3.5.2				
	3.5.3		3.0 Post		
4.0					
	4.1.1				
	4.1.2				
	4.2.1				
	4.2.2				
	4.2.3				
	4.3.1				
	4.3.2		Sponsor RatingForm		
	4.4.1		Employee Rating Form		
	4.4.2		Public RatingForm		
	4.4.3		4.0 Post		
5.0					
	5.1.1				
	5.2.1				
	5.2.2				
	5.3.1				
	5.3.2				
	5.4.1				
	5.4.2				
	5.5.1		5.0 Post		

GENERAL WORK EXPERIENCE EDUCATION
STUDENT RECORD FORM

STUDENT _____ GRADE _____ SEMESTER _____ YEAR _____
SCHOOL _____ COORDINATOR _____

Major goal	Learning activity package	Satisfactory completion	Assessments	Score	Satisfactory completion
1.0	1.1.1				
	1.1.2				
	1.1.3				
	1.2.1				
	1.2.2				
	1.3.1				
	1.3.2		1.0 Post		
2.0	2.1.1		2.0 Pre		
	2.1.2				
	2.1.3				
	2.1.4				
	2.2.1				
	2.2.2				
	2.2.3				
	2.2.4				
	2.2.5				
	2.3.1				
	2.3.2				
	2.3.3		2.0 Post		
3.0	3.1.1		3.0 Pre		
	3.1.2				
	3.1.3				
	3.1.4				
	3.1.5				
	3.1.6				
	3.1.7				
	3.2.1				
	3.2.2				
	3.3.1				
	3.4.1				
	3.4.2				
	3.4.3				
	3.5.1				
	3.5.2				
	3.5.3		3.0 Post		
4.0	4.1.1				
	4.1.2				
	4.2.1				
	4.2.2				
	4.2.3				
	4.3.1				
	4.3.2				
	4.4.1				
	4.4.2				
	4.4.3		4.0 Post		
5.0	5.1.1				
	5.2.1				
	5.2.2				
	5.3.1				
	5.3.2				
	5.4.1				
	5.4.2				
	5.4.3		5.0 Post		

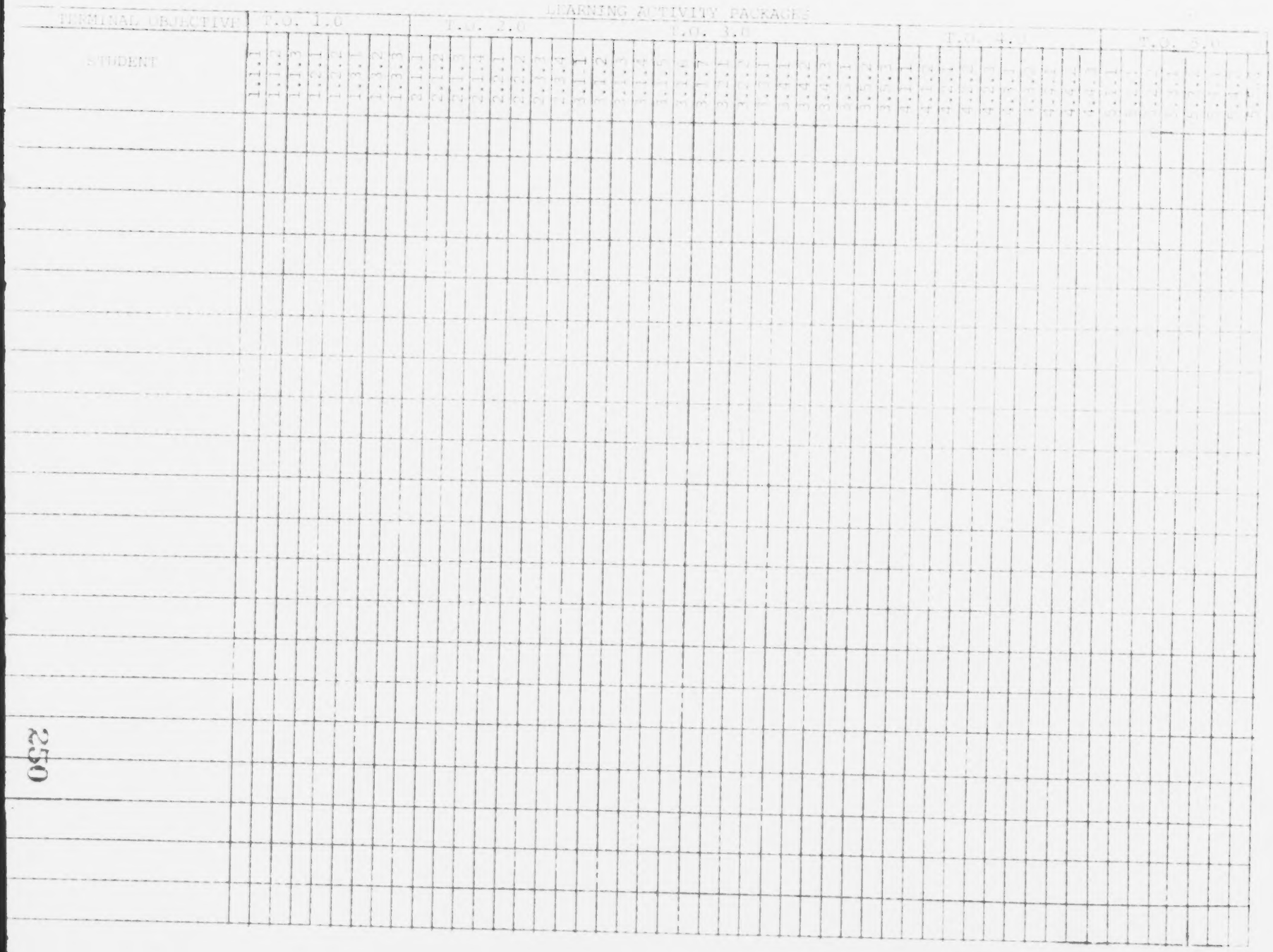
VOCATIONAL WORK EXPERIENCE EDUCATION
STUDENT RECORD FORM

STUDENT _____ GRADE _____ SEMESTER _____ YEAR _____
SCHOOL _____ COORDINATOR _____

Major goal	Learning activity package	Satisfactory completion	Assessment	Score	Satisfactory completion
1.0	1.1.1				
	1.1.2				
	1.1.3				
	1.2.1				
	1.2.2				
	1.3.1				
	1.3.2		1.0 Post		
2.0	2.1.1		2.0 Pre		
	2.1.2				
	2.1.3				
	2.1.4				
	2.2.1				
	2.2.2				
	2.2.3				
	2.2.4				
	2.2.5				
	2.3.1				
	2.3.2				
	2.3.3				
	2.3.4				
	2.3.5				
	2.3.6		2.0 Post		
3.0	3.1.1		3.0 Pre		
	3.1.2				
	3.1.3				
	3.1.4				
	3.1.5				
	3.1.6				
	3.1.7				
	3.2.1				
	3.2.2				
	3.3.1				
	3.3.2				
	3.4.1		3.0 Post		
4.0	4.1.1				
	4.1.2				
	4.2.1				
	4.2.2				
	4.2.3				
	4.3.1				
	4.3.2				
	4.4.1				
	4.4.2				
	4.4.3		4.0 Post		
5.0	5.1.1				
	5.2.1				
	5.2.2				
	5.3.1				
	5.3.2				
	5.4.1				
	5.4.2				
	5.4.3		5.0 Post		

EXPLORATORY WORK EXPERIENCE EDUCATION

COORDINATOR'S RECORD FORM



GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (G)(V)

SPONSOR'S FORM

_____ (Student's Name)

_____ (Date)

_____ (Name of Sponsor)

_____ (Location of Sponsor)

DIRECTIONS: This form is designed to rate the inter-personal relations performance of the student who is working with you in General or Vocational Work Experience Education Program. For each of the statements in the left hand column, please place an "X" in the box that describes your observations of the student's behavior.

DEPENDABILITY (Punctuality and Attendance)

	(A)	(B)	(C)	(D)	(E)
1. Gets to work on time	Never	Seldom	Sometimes	Most of the time	Always
2. Leaves work early	Always	Most of the time	Sometimes	Seldom	Never
3. Extends breaks beyond time allowed	Always	Most of the time	Sometimes	Seldom	Never
4. Is a clock watcher	Always	Most of the time	Sometimes	Seldom	Never
5. When needed, will stay on to help	Never	Seldom	Sometimes	Most of the time	Always
Column Totals					

Subtotal (A+B+C+D+L) _____ ÷ 5 = _____ Average Rating

ATTITUDE TOWARD SPONSOR

6. Tries to help out when sponsor busy	Never	Seldom	Occasionally	Frequently	Always
7. Makes helpful suggestions	Never	Seldom	Occasionally	Frequently	Very Frequently

T.O. #4.0 (G)(V)

_____
(Student's Name)

		(A)	(B)	(C)	(D)	(E)
8.	Is courteous	Never	Seldom	Occasionally	Frequently	Always
9.	Asks how he (she) can improve	Never	Seldom	Occasionally	Frequently	Very Frequently
10.	Exhibits positive attitude toward sponsor	Never	Seldom	Occasionally	Frequently	Always
	Column Totals					
	Subtotal (A+B+C+D+E)		÷ 5 =		Average Rating	

DRESS AND GROOMING

		(A)	(B)	(C)	(D)	(E)
11.	Hair style and length	Not Acceptable	Poor Taste	Fair	Good	Very Appropriate
12.	Clothing	Not Acceptable	Poor Taste	Fair	Good	Very Appropriate
13.	Personal Cleanliness	Not Acceptable	Poor Taste	Fair	Good	Very Excellent
14.	Grooming and neatness	Not Acceptable	Poor	Fair	Good	Outstanding
15.	Will accept sponsor's suggestions regarding dress and grooming	Rejects Suggestions	Reluctantly Complies	Sometimes	Usually	Always Cheerfully
	Column Totals					
	Subtotal (A+B+C+D+E)		÷ 5 =		Average Rating	

T.O. #4.0 (G)(V)

_____
(Student's Name)

Average (Dependability) [ ]

Average (Attitude) [ ]

Average (Grooming) [ ]

GRAND TOTAL [ ] ÷ 3 = [ ]

Average Rating

_____
(Sponsor's Signature)

GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (G)(V)

FELLOW EMPLOYEES

(Student's Name) _____ (Date) _____

(Name of Sponsor) _____ (Location of Sponsor) _____

DIRECTIONS: This form is designed to rate the inter-personal relations performance of the student who is working with you in a General or Vocational Work Experience Education Program. For each of the statements in the left hand column, please place an "X" in the box that describes your observations of the student's behavior.

ACCEPTS FULL SHARE OF WORK RESPONSIBILITIES

	(A)	(B)	(C)	(D)	(E)
1. Looks for the easy jobs	Always	Frequently	Occasionally	Seldom	Never
2. Volunteers for extra duty	Never	Seldom	Occasionally	Frequently	Always
3. Blames others for failures	Always	Frequently	Occasionally	Seldom	Never
4. Helpful to others on the job	Never	Seldom	Occasionally	Frequently	Always
5. Will "clean up" after a spill or an accident	Never	Seldom	Occasionally	Frequently	Always
Column Totals					

Subtotal (A+B+C+D+E) _____ ÷ 5 = _____ Average Rating

ACCEPTS CONSTRUCTIVE CRITICISM IN A POSITIVE MANNER

6. Seems to resent criticism	Always	Frequently	Occasionally	Seldom	Never
7. Attempts to follow suggestions	Never	Seldom	Occasionally	Frequently	Always

_____ (Student's Name)

		(A)	(B)	(C)	(D)	(E)
8.	Seems crushed when criticized	Always	Frequently	Occasionally	Seldom	Never
9.	Seems to resist authority	Always	Frequently	Occasionally	Seldom	Never
10.	Appears to accept criticism but goes about job the same way without change	Always	Frequently	Occasionally	Seldom	Never
	Column Totals					
	Subtotal (A+B+C+D+E)		÷	5 =		Average Rating

REQUESTS ASSISTANCE OR DIRECTIONS WHEN NECESSARY

11.	Asks for help when needed	Never	Seldom	Occasionally	Frequently	Always
12.	Would rather blunder through than ask for help	Always	Frequently	Occasionally	Seldom	Never
13.	Asks for help when it is <u>not</u> needed	Always	Frequently	Occasionally	Seldom	Never
14.	Afraid to make a mistake or be wrong	Always	Frequently	Occasionally	Seldom	Never
15.	Fails to read directions then asks for help	Always	Frequently	Occasionally	Seldom	Never

T.O. #4.0 (G)(V)

_____
(Student's Name)

	(A)	(B)	(C)	(D)	(E)
Column Totals					

Subtotal (A+B+C+D+E) ____ ÷ 5 = ____ Average Rating

Average (Responsibilities) ____

Average (Criticism) ____

Average (Directions) ____

GRAND TOTAL ____ ÷ 3 = ____ Average Rating

_____
(Sponsor's Signature)

GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (G)(V)

KEY-SPONSOR'S FORM

_____ (Student's Name)

_____ (Date)

_____ (Name of Sponsor)

_____ (Location of Sponsor)

- - - -

KEY T.O. #4.0 (G)(V)

_____
(Student's Name)

	(A)	(B)	(C)	(D)	(E)
8. Is courteous	Never	Seldom	Occasionally	Frequently	Always
9. Asks how he (she) can improve	Never	Seldom	Occasionally	Frequently	Very Frequently
10. Exhibits positive attitude toward sponsor	Never	Seldom	Occasionally	Frequently	Always
Value	(1)	(2)	(3)	(4)	(5)
Column Totals					

Subtotal (A+B+C+D+E) _____ ÷ 5 = _____ Average Rating

DRESS AND GROOMING

11. Hair style and length	Not Acceptable	Poor Taste	Fair	Good	Very Appropriate
12. Clothing	Not Acceptable	Poor Taste	Fair	Good	Very Appropriate
13. Personal cleanliness	Not Acceptable	Poor Taste	Fair	Good	Very Excellent
14. Grooming and neatness	Not Acceptable	Poor	Fair	Good	Outstanding
15. Will accept sponsor's suggestions regarding dress and grooming	Rejects Suggestions	Reluctantly Complies	Sometimes	Usually	Always Cheerfully
Value	(1)	(2)	(3)	(4)	(5)
Column Totals					

Subtotal (A+B+C+D+E) _____ ÷ 5 = _____ Average Rating

KEY T.O. #4.0 (G)(V)

Average (Dependability) [ ]

Average (Attitude) [ ]

Average (Grooming) [ ]

GRAND TOTAL [ ] ÷ 3 = [ ]

Average Rating

_____
(Sponsor's Signature)

Key: (1) *To compute average for each section, divide the subtotals by 5 and write in the average rating.*

(2) (a) *To compute the overall average of the sponsor rating, add the three averages and write the total in the space provided.*

(b) *Divide the total by 3 and write the average in the space provided.*

GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (G)(V)

KEY - FELLOW EMPLOYEES

(Student's Name) _____ (Date) _____

(Name of Sponsor) _____ (Location of Sponsor) _____

DIRECTIONS: This form is designed to rate the inter-personal relations performance of the student who is working with you in a General or Vocational Work Experience Education Program. For each of the statements in the left hand column, please place an "X" in the box that describes your observations of the student's behavior.

ACCEPTS FULL SHARE OF WORK RESPONSIBILITIES

	(A)	(B)	(C)	(D)	(E)
1. Looks for the easy jobs	Always	Frequently	Occasionally	Seldom	Never
2. Volunteers for extra duty	Never	Seldom	Occasionally	Frequently	Always
3. Blames others for failures	Always	Frequently	Occasionally	Seldom	Never
4. Helpful to others on the job	Never	Seldom	Occasionally	Frequently	Always
5. Will "clean up" after a spill or an accident	Never	Seldom	Occasionally	Frequently	Always
Value	(1)	(2)	(3)	(4)	(5)
Column Totals					

Subtotal (A+B+C+D+E) _____ • 5 = _____ Average Rating

ACCEPTS CONSTRUCTIVE CRITICISM IN A POSITIVE MANNER

6. Seems to resent criticism	Always	Frequently	Occasionally	Seldom	Never
7. Attempts to follow suggestions	Never	Seldom	Occasionally	Frequently	Always

KEY T.O. #4.0 (G)(V)

_____
(Student's Name)

		(A)	(B)	(C)	(D)	(E)
8.	Seems crushed when criticized	Always	Frequently	Occasionally	Seldom	Never
9.	Seems to resist authority	Always	Frequently	Occasionally	Seldom	Never
10.	Appears to accept criticism but goes about job the same way without change	Always	Frequently	Occasionally	Seldom	Never
	Value	(1)	(2)	(3)	(4)	(5)
	Column Totals					

Subtotal (A+B+C+D+E) _____ ÷ 5 = _____ Average Rating

REQUESTS ASSISTANCE OR DIRECTIONS WHEN NECESSARY

11.	Asks for help when needed	Never	Seldom	Occasionally	Frequently	Always
12.	Would rather blunder through than ask for help	Always	Frequently	Occasionally	Seldom	Never
13.	Asks for help when it is <u>not</u> needed	Always	Frequently	Occasionally	Seldom	Never
14.	Afraid to make a mistake or be wrong	Always	Frequently	Occasionally	Seldom	Never
15.	Fails to read directions then asks for help	Always	Frequently	Occasionally	Seldom	Never

KEY T.O. #4.0 (G)(V)

_____
(Student's Name)

	(A)	(B)	(C)	(D)	(E)
Value	*(1)*	*(2)*	*(3)*	*(4)*	*(5)*
Column Totals					
Subtotal (A+B+C+D+E)		• / •	5 =		Average Rating

Average (Responsibilities) ☐

Average (Criticism) ☐

Average (Directions) ☐

GRAND TOTAL ☐ • / • 3 = ☐ Average Rating

_____
(Sponsor's Signature)

Key: *(1) To compute average for each section, divide the subtotals by 5 and write in the average rating.*

(2) (a) To compute the overall average of the sponsor rating, add the three averages and write the total in the space provided.

(b) Divide the total by 3 and write the average in the space provided.

GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (G)(V)

KEY - THE PUBLIC SERVED

_____ (Student's Name)

_____ (Date)

_____ (Name of Sponsor)

_____ (Location of Sponsor)

- - - -

KEY T.O. #4.0 (G)(V)

_____
(Student's Name)

MAKES ADEQUATE ATTEMPT TO MEET PUBLIC'S NEEDS

		(A)	(B)	(C)	(D)	(E)
6.	Takes time to find out customer's need	Never	Seldom	Occasionally	Frequently	Always
7.	Customers ask for this employee by name	Never	Seldom	Occasionally	Frequently	Always
8.	Thorough in dealing with customers	Never	Seldom	Occasionally	Frequently	Always
9.	Keeps customers waiting unnecessarily	Always	Frequently	Occasionally	Seldom	Never
10.	Seeks the customer as a necessary evil	Always	Frequently	Occasionally	Seldom	Never
	Value	(1)	(2)	(3)	(4)	(5)
	Column Totals					

Subtotal (A+B+C+D+E) _____ • 5 = _____ Average Rating

PROVIDES SERVICE WHICH PROMOTES CONFIDENCE IN THE ESTABLISHMENT

11.	"Talks up" the employer and firm to the customer	Never	Seldom	Occasionally	Frequently	Always
12.	Cheerfully investigates complaints	Never	Seldom	Occasionally	Frequently	Always
13.	If an error has been made, can admit it to customer	Never	Seldom	Occasionally	Frequently	Always
14.	Demonstrates knowledge of product or service offered	Never	Seldom	Occasionally	Frequently	Always

KEY T.O. #4.0 (G)(V)

_____
(Student's Name)

	(A)	(B)	(C)	(D)	(E)
15. Asks customers to "come back"	Never	Seldom	Occasionally	Frequently	Always
Value	*(1)*	*(2)*	*(3)*	*(4)*	*(5)*
Column Totals					

Subtotal (A+B+C+D+E) _____ ÷ 5 = _____ Average Rating

Average (Attitude) _____

Average (Public Needs) _____

Average (Services) _____

GRAND TOTAL _____ ÷ 3 = _____

Average Rating

_____
(Sponsor's Signature)

Key: (1) *To compute average for each section, divide the subtotals by 5 and write in the average rating.*

(2) (a) *To compute the overall average of the sponsor rating, add the three averages and write the total in the space provided.*

(b) *Divide the total by 3 and write the average in the space provided.*

GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (G)(V)

THE PUBLIC SERVED

(Student's Name) _____ (Date) _____

(Name of Sponsor) _____ (Location of Sponsor) _____

DIRECTIONS: This form is designed to rate the inter-personal relations performance of the student who is working with you in a General or Vocational Work Experience Education Program. For each of the statements in the left hand column, please place an "X" in the box that describes your observations of the student's behavior.

EXHIBITS POSITIVE ATTITUDE TOWARD THE PUBLIC SERVED

	Never	Seldom	Occasionally	Frequently	Always
1. Is cheerful when serving customers					
2. Tries to be of extra help to customers					
3. Seems to enjoy meeting customers					
4. Disappointed when not able to help customer					
5. Enjoys busy time serving customers rather than slack time					
COLUMN TOTALS					

SUBTOTAL _____ ÷ 5 = _____ Average Rating

_____
(Student's Name)

MAKES ADEQUATE ATTEMPT TO MEET PUBLIC'S NEEDS

		(A)	(B)	(C)	(D)	(E)
6.	Takes time to find out customer's need	Never	Seldom	Occasionally	Frequently	Always
7.	Customers ask for this employee by name	Never	Seldom	Occasionally	Frequently	Always
8.	Thorough in dealing with customers	Never	Seldom	Occasionally	Frequently	Always
9.	Keeps customers waiting unnecessarily	Always	Frequently	Occasionally	Seldom	Never
10.	Sees the customer as a necessary evil	Always	Frequently	Occasionally	Seldom	Never
	Column Totals					

Subtotal (A+B+C+D+E) _____ ÷ 5 = _____ Average Rating

PROVIDES SERVICE WHICH PROMOTES CONFIDENCE IN THE ESTABLISHMENT

11.	"Talks up" the employer and firm to the customer	Never	Seldom	Occasionally	Frequently	Always
12.	Cheerfully investigates complaints	Never	Seldom	Occasionally	Frequently	Always
13.	If an error has been made, can admit it to customer	Never	Seldom	Occasionally	Frequently	Always
14.	Demonstrates knowledge of product or service offered	Never	Seldom	Occasionally	Frequently	Always

_____
(Student's Name)

		(A)	(B)	(C)	(D)	(E)
15.	Asks customers to "come back"	Never	Seldom	Occasionally	Frequently	Always
	Column Totals					

Subtotal (A+B+C+D+E) [ ] ÷ 5 = [ ] Average Rating

Average (Attitude) [ ]

Average (Public Needs) [ ]

Average (Services) [ ]

GRAND TOTAL [ ] ÷ 3 = [ ] Average Rating

_____
(Sponsor's Signature)

GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 5.0 (G)(V)

SPONSOR'S EVALUATION

_____ (Student's Name)

_____ (Date)

_____ (Name of Sponsor)

_____ (Location of Sponsor)

_____ (Student's Job)

DIRECTIONS:

Sponsor: Please complete this evaluation on the student listed above. As this is the end of his Work Experience Education Program, your evaluation can be very helpful to him in his future plans. If possible, discuss the evaluation with the student before sending it to his school Work Experience Education Coordinator.

1. List in the chart below the most important job-related skills that a person must master to be successful in this student's chosen job and rate the mastery level of this student on each skill.

JOB-RELATED SKILLS	MASTERY LEVEL (Please check one)		
(Please write in)	Not Acceptable	Acceptable	Proficient
1.			
2.			
3.			
4.			
5.			

2. Rate the student's interest and initiative by placing an "X" in the appropriate column for each statement.

		(A)	(B)	(C)	(D)
(a)	Seeks the advice of more experienced employees and superiors	Never	Seldom	Occasionally	Frequently
(b)	Practices on own initiative	Never	Seldom	Occasionally	Frequently
(c)	Takes pride in his increasing proficiency	Never	Seldom	Occasionally	Frequently
(d)	Welcomes constructive criticism	Never	Seldom	Occasionally	Frequently

3. Rate the student's adaptability to changing job requirements involving technical skills by checking the appropriate line (yes or no).

	YES	NO
(a) Reads literature on new skills required	_____	_____
(b) Observes and asks intelligent questions of more experienced employees	_____	_____
(c) Assists in the changeover (does not resist change)	_____	_____

4. Rate the student's quality and quantity of work by checking one answer for each point.

(a) Quality of Work (check one)

☐ Falls below production standard ☐ Meets production standard ☐ Exceeds production standard

(b) Quantity of Work (check one)

☐ Falls below production standard ☐ Meets production standard ☐ Exceeds production standard

5. Is this student acceptable to you and encouraged (after graduation) to continue in this vocation and, if conditions permit, to become a regular employee of your firm?

_____(yes) _____(no)

_____
(Sponsor's Signature)